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ABSTRACT

This book of lessons can be used at the elementary level and middle school to foster cultural awareness and global perspectives. Lessons begin with a general approach to perspectives-taking and move toward a specific study of Russian culture. The lessons can be used at different grade levels and adapted to fit various classroom needs. The book is divided into three sections. Section 1 introduces "Global Perspectives and Cross-Cultural Awareness." Section 2, "Russian Studies," includes: (1) "An Introduction to Russian Geography and History"; (2) "Children's Lifestyles"; (3) "Russian Language for Everyone"; and (4) "Russian Literature, Folktales and Customs." Section 3, "Russian Arts, Crafts, Music and Dance," offers: (1) "Introduction to Russian Folk Art"; and (2) "Russian Folk Dance." A 149-item bibliography concludes the volume. An audio cassette and a collection of color slides complete the packet. (EH)

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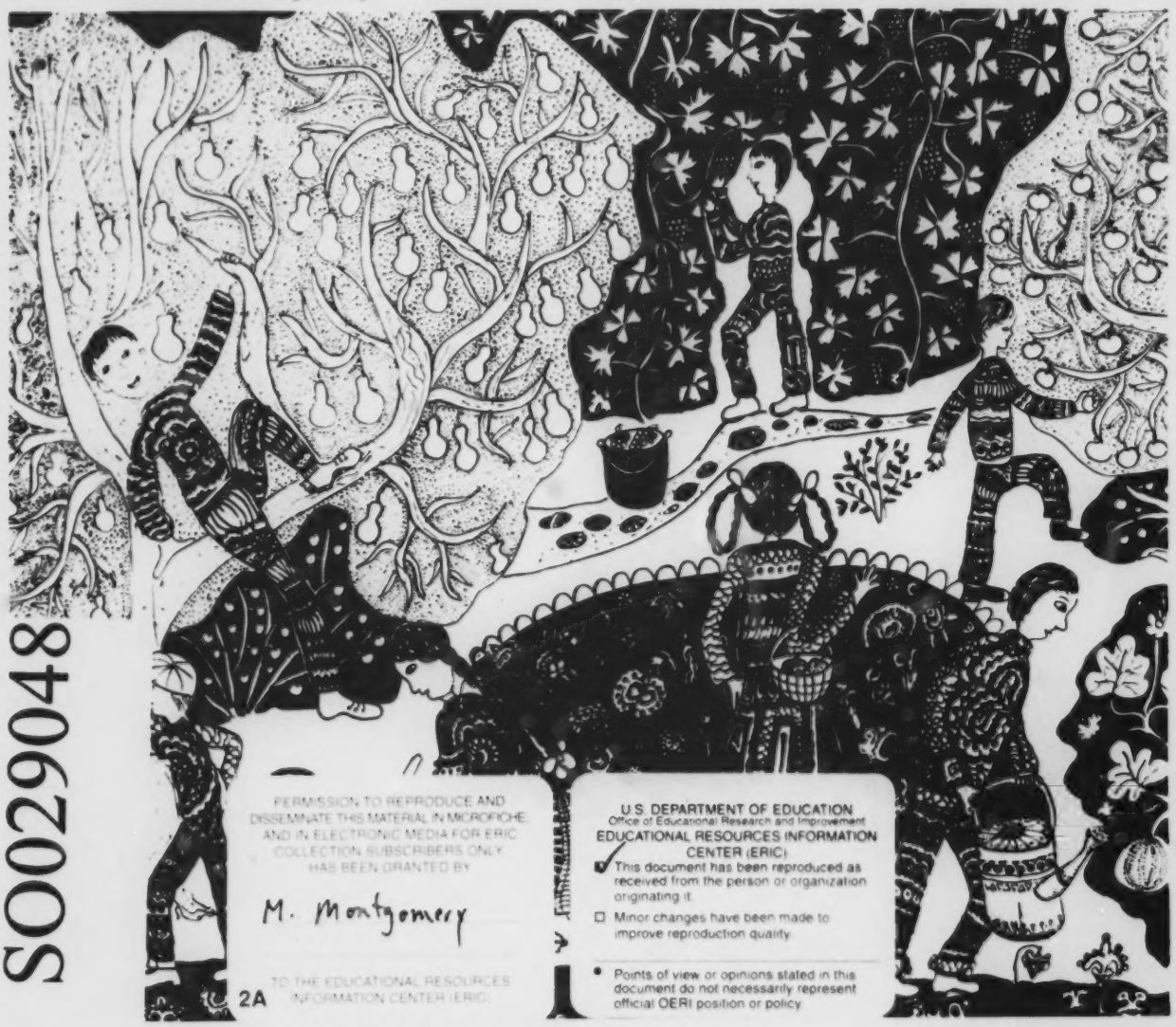
Teaching RUSSIAN STUDIES

•GEOGRAPHY•HISTORY•LANGUAGE•CULTURE•ART

• Patricia Winpenny • Katherine Weeks Cadwell • with Louise Cadwell



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Center for Teaching International Relations
University of Denver
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CTIR activity books are written and tested by classroom teachers who have special expertise in the pertinent content areas and pedagogies. Each book contains detailed descriptions for teachers on how to present activities, and associated master-sheets for photoduplication of student exercise sheets. Teachers thus need only a single book for use with an entire classroom of students.

CTIR activity books are designed to be used as supplements to teachers' existing curricula, and to offer varied and different information, perspectives, and pedagogies than are often contained in standard curricula. Some books, however, offer a presentation of activities in a sequential manner, and can be used as "mini" curricula, according to teacher and school needs.

Although CTIR Publications is committed to providing balanced views in the context of its activities and books that address controversial issues, not all individuals will consider them to be comprehensively representative of all possible perspectives. It is ultimately the responsibility of the individual teacher to provide the students with a balanced array of perspectives on such issues, and to use any supplementary teaching materials that are offered in the classrooms according to the intent and spirit of the curriculum objectives of the teachers' individual school districts and communities.

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3. Uchitel' (Our Teacher). Melodia-Stereo 33 C50-16897-8 (1982): Cantatas for Children's Chorus (performed by Children's Chorus of Leningrad Radio).
4. Doktor Aibolit (Dr. Ouch-It-Hurts), by Kornei Chukovsky. Medolia 33D 11237-38(1974).
5. The Birch Tree. Cabot-Ottenheimer Publishers. CAB-4115 (1961): Let's Sing Songs in Russian.
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7. Korobushka. The Folk Dancer Record Service, MH 45-1059B (1950): Kostya Poliansky and His Balalaika Orchestra.

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We wish also to recognize the Children's Art Exchange for its role in piloting this curriculum in its member schools. The Children's Art Exchange is a non-profit arts-in-education organization which helps children create, strengthen and celebrate global connections through the universal language of art. It has linked children in the United States and the former Soviet Union through exchanges of children's art, traveling exhibits, thematic educational programming, workshops, and visits by artists, art educators and children. For more information, please contact: Children's Art Exchange, P.O. Box 503, Middlebury, VT 05753 (802) 388-3023.

For information on Project Harmony and its high school exchanges, please contact: Project Harmony, Inc., #6, Irasville Common, Waitsfield, VT 05673. (802) 496-4545.

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INTRODUCTION

Global perspectives education is not a new field of study, or a new content area. It is a methodology, a framework of analysis, a way of looking at the world around us. It seeks to develop citizen competencies in international and global affairs so that we can improve our understanding of the impact of international issues and events on our daily lives. The educational goals of global perspectives are appropriate to most disciplines, e.g., social studies, foreign languages, language arts, mathematics, and science. These multi-disciplinary goals include:

- Recognition of the complexity and interdependent nature of the world's political, economic, and social systems.
- Understanding and appreciation of basic human commonalties and differences.
- Awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures.
- Commitment to the development of skills that will enable individuals to respond creatively to local, national, and international events and participate effectively at those levels, e.g., decision-making skills, cooperation, mediation, and conflict resolution skills.

Competencies and skills emphasized in global perspectives and essential to acquisition of "functional global literacy" include:

- Acquiring, analyzing, and using information
- Decision-making skills
- Communication skills
- Ability to make judgments
- Participation and involvement skills
- Organizational skills
- Cooperation, mediation, and conflict resolution skills
- Ability to represent and promote one's interest and appreciate the interests of others
- Ability to exert influence and respond flexibly to different situations
- Appreciation of historical precedents and awareness of future necessities

The global perspectives themes in this publication can be used to link social studies and art in the elementary classroom. The activities in this section provide a foundation upon which the specific goals and activities of the project rest.

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SECTION 4
GLOBAL PERSPECTIVES AND CROSS CULTURAL AWARENESS

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THE WOMAN

Introduction This activity introduces the idea that what we perceive as reality can be misleading. The activity demonstrates the importance of programming or preconditioning when perceiving certain things.

Objective Students will be able to:

- Become aware of how preconditioning affects cultural awareness.

Grade Level 2-8

Time One class period

Materials Make transparencies or photocopies of the three drawings
Overhead projector and screen
Handout #1, "Perceptions"

Procedure 1. Begin the activity by asking one-half of the class to stand and face away from the screen. Tell the group seated that you are about to show them a drawing on the screen or on a handout which they should study silently for about five seconds. Show transparency A to group seated for no longer than five seconds, then turn off projector or ask students to look at Handout #1, "Perceptions", section A and then turn it over. Ask the group that was standing to turn around and be seated.

2. Ask the group that was seated in step 1 to stand up and face away from the screen. Tell the group seated that you are about to show them a drawing on the screen which they should study for about five seconds. Show the transparency of Handout #1, "Perceptions", section B to the seated group for no longer than five seconds, then turn off the projector or ask student to look at Handout #1, "Perceptions", section A and then turn it over. Ask the group that was standing to turn around and be seated.

3. Show entire group Handout #1, "Perceptions", transparency C.

Follow-up 1. How many people see an old woman? How many see a young woman? Both? Usually, most people in the first group see the young woman, and most people in the second group see the old woman because they were preconditioned or programmed to do so. Ask people in each group to explain to persons in the other group where the outline of "their" woman is. Pass out copies of the first two figures for this purpose. Ask what would it mean to say some of you were programmed to see one woman or the other?

2. Ask students to state what implications this programming has in forming images of peoples in other national, cultural, or ethnic groups? (Examples: Control of what is seen is important--it is also important to look at what "locks" people into seeing one thing to the exclusion of other things; all cultural perceptions are preconditioned by past experiences; people perceive the same cultures in different ways based on their preconditioning or past experiences; cultural preconditioning is unconscious). List students responses on the chalkboard.

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PERCEPTIONS

A.

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B.

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C.

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RUMOR CLINIC

Introduction As a result of the activity entitled "The Woman," students should begin to see how much programming or preconditioning can influence what is seen. The much-used technique in this activity is based upon experiments conducted by Allport and Postman in the United States in the 1940s and further developed by the Anti-Defamation League of B'nai B'rith.

Objective Students will be able to:

- Become aware of negative aspects of rumors.

Grade Level 2-8

Time One class period

Materials A picture taken from a current magazine

Procedure 1. Choose six students to be reporters. Choose one person to be door keeper. Send the six reporters out of the room, and explain to the group that they will now have a chance to see what happens to a story as it is told and retold. Introduce the clinic to the rest of the group, saying something as follows:

This is a demonstration to show you how a rumor grows as it travels. Six volunteers have been picked to act as reporters. A picture will be shown to you to study. We will call in the first reporter, who will be the only one of the six to see the picture with you. He will study it, and then tell the next reporter as much as he can remember from the picture. Then, reporter number 2 (any one of the remaining five) will repeat the story to reporter number 3, and so on, until each reporter has had a chance to tell the story. As the report is passed on from person to person, we will watch to see what changes take place in the story as it is passed along. After the reporters have finished, we will begin a discussion on why the changes in the story were made.

2. Show the group the picture. About sixty seconds of exposure to the picture will do. Caution the rest of the class not to laugh, comment, or coach the reporters in any way during the demonstration. Also, be sure that the reporters talk loudly enough for the entire group to hear.

3. Ask the door keeper to bring in reporter #1. Let her/him look at the picture for about thirty seconds. Then ask her/him to turn the picture face down on a table.

4. Call in reporter #2, but don't let her/him see the picture. Ask reporter #1 to describe the scene in the picture.

5. Bring in reporter #3. Ask reporter #2 to repeat the story s/he has just heard from reporter #1.

6. Continue until each reporter has heard and retold the story. Let reporter #6 tell the whole group his/her version of the story told him/her by reporter #5.

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Follow-up

1. What elements in the picture were omitted as the story was told and retold. Why?

2. What was added to the story as it was passed along? Why?

3. How is selectivity connected with prejudice, stereotyping, and cultural awareness?

4. What are implications of the activity for what is heard and read?

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STEREOTYPES

Introduction This activity is designed to introduce students to the concept of stereotyping. It will allow students to discover what stereotypes they entertain concerning boys and girls. After each student gets a "feel" for stereotyping and how it relates to them, students can more easily apply the concept to racial and ethnic groups.

Objectives Students will be able to:

- Define stereotyping;
- Identify what stereotypes each has about others.

Grade Level 2-8

Time One class period

Materials Handout #2, "Stereotypes? Boys and Girls"

Procedure

1. Begin the activity by distributing Handout #2, "Stereotypes? Boys and Girls" to students and have them complete the worksheet.

2. Put the attributes and four columns on the board. Poll your class for how many checked each blank. Write in the numbers. When you are finished, the qualities that were checked most under "Boys" and "Girls" present the stereotyped images that the students hold.

Follow-up Discuss the following questions:

- What is a stereotype?
- How do you feel about the portrayal of your group?
- Do you fit into the stereotypical image of your sex? Does anybody? Do you try to sometimes even though it doesn't feel right? Should you do this?
- Is there any truth to the images presented? (Yes, there may be--the problem is generalizing these qualities to the <u>whole</u> group).
- How does stereotyping affect your treatment of each group? Can differential treatment be harmful? (Boys are told not to cry; girls are told they are "tomboys," etc.).

Adapted, by permission, from an activity by David Shiman in <u>The Prejudice Book</u>, Anti-Defamation League of B'nai B'rith, 1979. Revised 1993.

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STEREOTYPES? BOYS AND GIRLS

Do you associate these phrases more with one sex or the other, with both sexes equally, or with neither sex? Put a check in the appropriate column.

Circle your own sex: Male Female

	Boys	Girls	Both	Neither
1. Adventurous				
2. Gentle				
3. Quiet				
4. Powerful				
5. Concern with appearance				
6. Emotional				
7. Noisy				
8. Competitive				
9. Affectionate				
10. Weak				
11. Afraid				
12. Confident				
13. Brave				
14. Take charge				
15. Bad				
16. Give in easily				
17. Good				
18. Smart				

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WHAT DO YOU THINK OF THE RUSSIANS?

Introduction This activity helps students identify their present perspective of Russians by completing a survey. There is a possibility that many students will not know much, if anything, about them. They may even confuse Russians with other cultural groups. The purpose of this activity is to make the students' views apparent to them, even if they conclude that, at this stage, they know nothing about Russian people.

Objectives Students will be able to:

- Identify some personal perceptions of Russian people;
- Determine the most commonly held perceptions of Russian people among peers.

Grade Level 2-8

Time One to 1-1/2 class periods

Materials Handout #3, "The Russians Are ..."

Procedure

1. Begin the activity by distributing a copy of Handout #3, "The Russians Are ..." to all students. Tell the students that the semantic differential was designed to give them the opportunity to identify some of their views of Russian people. Have the students complete the handout.

2. Compile the results of the semantic differential and write the results on the chalkboard.

3. Discuss the results: Does the data indicate whether the class has a positive or negative attitude toward Russians? How?

4. Identify students' views about the Russians and their need for more information about them. Ask the following:

- Have you ever met a Russian? If not, where did you get your ideas about them? Give specific sources of your information.
- Do these same reasons help explain their views of other ethnic groups within Russia?
- Do you want to examine your views of Russian people for accuracy? (Here you can focus on whether or not the students feel they have enough information about them, and the degree to which students feel satisfied with their ideas and perceptions of the Russians).

Evaluation As the teacher, note the degree to which the students appear uneasy with their views of the Russians after the discussions. The more uncomfortable they are with their current information, the more they will state that they really don't know much about Russians and the more successful and effective the lesson will have been.

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THE RUSSIANS ARE ...

You are deciding the terms you associate with the Russians. Circle the number (1, 2, 3, 4, 5, 6, 7) you feel most accurately describes Russian people.

religious	1	2	3	4	5	6	7	non-religious
primitive	1	2	3	4	5	6	7	civilized
rich	1	2	3	4	5	6	7	poor
good	1	2	3	4	5	6	7	bad
kind	1	2	3	4	5	6	7	cruel
unhappy	1	2	3	4	5	6	7	happy/peaceful
peaceful	1	2	3	4	5	6	7	warlike
simple	1	2	3	4	5	6	7	complex
strong	1	2	3	4	5	6	7	weak
dishonest	1	2	3	4	5	6	7	honest
mysterious	1	2	3	4	5	6	7	familiar
proud	1	2	3	4	5	6	7	humble
powerful	1	2	3	4	5	6	7	powerless
brave	1	2	3	4	5	6	7	cowardly
cities	1	2	3	4	5	6	7	rural
dull	1	2	3	4	5	6	7	exciting
serious	1	2	3	4	5	6	7	humorous
educated	1	2	3	4	5	6	7	uneducated
trustworthy	1	2	3	4	5	6	7	untrustworthy
cooperative	1	2	3	4	5	6	7	uncooperative

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GUESS WHO?

Introduction The roots of prejudice and stereotyping are planted in people at an early age. Developing an appreciation of basic human commonalties and differences is a global theme through which students and children can learn more about the Russian people and about one another.

Objectives Students will be able to:

- Define stereotype and prejudice;
- Compare commonly held perceptions of Russian citizens and citizens of other countries;
- Identify sources that influence perceptions of Russian people.

Grade Level 2-8

Time Two to three periods

Materials
Construction paper
Glue and/or tape
Scissors
Copies of National Geographic, Soviet Life, and other magazines that have pictures of Americans, Russians, and people from other countries engaged in a variety of activities

Procedure

1. Begin the activity by cutting out pictures of people doing a variety of different activities, e.g., swimming, walking, playing, eating, etc.. Paste/glue/tape the pictures on construction paper.

2. Arrange the photos so that they are in no particular order and number each picture. Record what country is represented in each picture.

3. Ask the class if anyone knows a Russian personally. If so, ask the student to describe the person s/he knows and the circumstances under which they met.

4. Write the phrase, "Russians are _____" on the chalkboard. Ask students to brainstorm words, phrases, and descriptions to fill in the blank. Write all answers down. Do not be concerned with the accuracy or inaccuracy of students' perceptions. Rather, encourage students to express the stereotypes/images they have learned or heard (examples that might be mentioned: Russians wear fur hats, are big, like snow, watch ballet, drink vodka, etc.).

5. Looking at the list on the blackboard, point to a word/phrase and ask the question, "Where do we get the idea that the Russians are like this?". Continue with other words/phrases on the list.

6. Brainstorm a list of sources for our information about the Russians. Students should be able to come up with a list that includes television, movies, newscasts, radio, friends, parents, books, jokes, etc..

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7. Ask the question, "Are all Russian people like the descriptions on the board?" Discuss why or why not.

8. Repeat the process using Canadians instead of Russians. Brainstorm a list of sources for our information about Canadians.

9. Repeat exercise for other pictures.

10. Compare and contrast the lists, "Russians are _____," Canadians are _____," etc.. Can students make any generalizations about similarities and differences between the lists?

11. Introduce the concept of stereotype by stating that stereotypes are learned and culturally transmitted generalizations about people, which have become frozen in our minds. Holding stereotypes of certain groups prevents us from thinking and feeling about its members in new and different ways and blocks us from seeing them as unique, special human beings. Stereotypical statements can be neutral, positive, or negative, but they are generally more negative than positive.

12. Tell students that prejudice involves a feeling, favorable or unfavorable, toward a person, thing, or group without sufficient warrant. Although these feelings may be positive or negative, most prejudices about people tend to be negative. Prejudice might be usefully discussed as a negative or hostile feeling/attitude toward a person who belongs to that group, and is therefore presumed to have the objectionable qualities ascribed to the group.

13. Distribute the assorted pictures to the students. For each numbered picture, ask them to write on a piece of paper which country it is from and indicate the reasons for their decision. Encourage students to work in groups. Collect the pictures when all students are finished.

14. Hold up the pictures one at a time. Have students explain why they think the people pictured are either Russian or from some other country. Ask students to evaluate their reasoning with regard to the concepts of stereotype and prejudice they have just learned.

- What "clues" in each picture convinced you of the nationality of the people pictured?
- Were there any stereotypical "clues" that suggest the correct/incorrect identification?
- Did you overhear any prejudiced or stereotypical comments when the class was looking at the pictures? Which comments were heard most often? Were they negative, positive, or neutral comments?

15. Have the class prepare a revised list of similarities and differences between the different countries represented. This may be done by the class as a whole, individually, or in groups.

16. Post these new lists around the classroom and analyze them. Ask students:

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- Which list (similarities or differences) is the longest? Why?
- Circle the three most important things in each list. Explain why they are important.
- Which items on each list would promote friendship between the groups? Which items promote negative feelings between the groups?
- What, if anything, can we learn from the Russian people and what can they learn from us?

Follow-up

1. Have students write stories about the people in the pictures, such as "A day in the life of _____." Share these stories with the rest of the class. Look for similarities and differences between the ways of life.

2. Use the activity as the start of a mini-unit on Russia. Use it again as a post-test, to see what, if any, stereotypes of Russians remain.

3. Invite a Russian citizen, or someone who has visited the Former Soviet Union, to come and speak to the class. Stress similarities and differences in the discussion.

Adapted from an activity in The Prejudice Book: Activities for the Classroom by David Shiman, Anti-Defamation League of B'nai B'rith, 1979. Revised 1993.

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SECTION II
RUSSIAN STUDIES

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PART I
AN INTRODUCTION TO RUSSIAN GEOGRAPHY AND HISTORY

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A GEOGRAPHICAL GIANT: RUSSIA

Introduction This activity provides an introduction to the physical geography of Russia as a background for further study. Handout #8, "Russia: A Geographical Giant" provides additional information for teachers and older students.

Objectives Students will be able to:

- Learn some basic information about Russian geography;
- Appreciate the extent to which geographical factors influence life in Russia;
- Compare and contrast geographical information about Russia and the United States.

Grade Level 4-8

Time One to three class periods (can be adapted)

Materials
Handout #4, "World Map"
Handout #5, "Map Comparison of Russia and the United States"
Handout #6, "Chart Comparison of Russia and the United States"
Handout #7, "Geographical Features of Russia"
Handout #8, "Russia: A Geographical Giant"
Answer Key to Handout #6, "Chart Comparison of Russia and the United States"

Procedure

1. Distribute copies of Handout #4, "World Map". Label the 40th, 50th, 60th, and 70th parallels on the map for reference. Have students locate the following cities, using an atlas if needed:

New York City	St. Petersburg
Washington, DC	Moscow
Los Angeles	Vladivistok
Denver	Vologograd
Chicago	Novosibirsk
Miami	Yekaterinberg

2. Once they have located the cities on the map, ask students to compare their relative locations. Note the extreme northern location of the cities in Russia as compared to the most populated cities in the USA.

3. Instruct students to draw a line from Moscow westward into Canada using a ruler (Moscow is located at approximately the same latitude as Seward, Alaska). Draw a line westward from Novosibirsk (this city is approximately the same latitude as Ketchikan, Alaska). Next, tell them to draw a line from New York City eastward (New York is located at approximately the same latitude as Tbilisi, Georgia). Have students draw one more line from Los Angeles eastward (Los Angeles is approximately the same latitude as Beirut, Lebanon). Note that the entire country of Russia is situated north of the latitude of New York City.

4. What difficulties and challenges does the extreme northern location of Russia mean for the Russian people? For the Russian government?

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5. Still looking at the world map, ask students which country is bigger, Russia or the United States? Have them estimate the size of the two countries as compared to each other.

6. Distribute Handout #5, "Map Comparison of Russia and the United States". Note that, as pictured on the handout, Russia covers more than twice the land area of the contiguous United States. It stretches more than 2500 miles from North to South and 5000 miles from East to West.

7. Distribute Handout #6, "Chart Comparison of Russia and the United States". Students may work individually or in groups to research the answers to these questions. Depending on their age and experience, they may or may not be able to complete the chart without assistance. Compare and contrast the information from the two countries. Correct answers are found on page 20, "Answer Key: Chart Comparison of Russia and the United States".

8. Distribute Handout #7, "Geographical Features of Russia". If possible, make a transparency of the handout and project it in front of the class. Note: This map shows the major rivers, mountain ranges and bodies of water for the entire area of the former Soviet Union.

9. Lead students in a discussion of Russian geography:

- What observations can you make about the major rivers in Russia? (All of the major rivers except the Amur run N-S or S-N).
- What problems would this cause? (Transportation, trade and communications between the western and eastern sections of the country are difficult).
- Where are the major mountain ranges in the country located? (Along the southeastern, southern and western borders).
- What effects would this have? (Natural boundaries protect the country from invasion on all sides except from the west. There are no barriers in the north to protect the interior of Russia from icy blasts of Arctic air. Interior temperatures are very cold).
- What special challenges does Russia face due to its geographical location and geographical features? (Problems of communication, trade, and transportation of raw materials to population centers, problems of growing and distributing food to the population, lack of access to the sea as there is only one port, Murmansk, which is ice-free all year).

10. Handout #8, "Russia: A Geographical Giant", can be handed out to students or it can be used by the teacher to present and discuss additional facts of Russian geography.

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Answer Key Chart Comparison of Russia and the United States

FACT	RUSSIA	UNITED STATES
Capital city	Moscow	Washington DC
Population	149,609,000	260,714,000
% of population in urban areas	75%	75%
Number of time zones	11	4
Bordered by how many nations?	14	2
Currency	rubles (100 kopecks = one ruble)	dollars (100 pennies = one dollar)
Literacy rate	99%	97%
Life expectancy	64 male 74 female	72 male 79 female
Ethnic and Minority Groups	Russian, Tatar, Ukrainian, over 150 other nationalities	African-American Hispanic
Official language	Russian	English
Other languages spoken	Ukrainian, Tatar, Belorussian, Uzbek, Armenian, and others	Spanish
Number of political units	20 autonomous republics 49 oblasts	50 states

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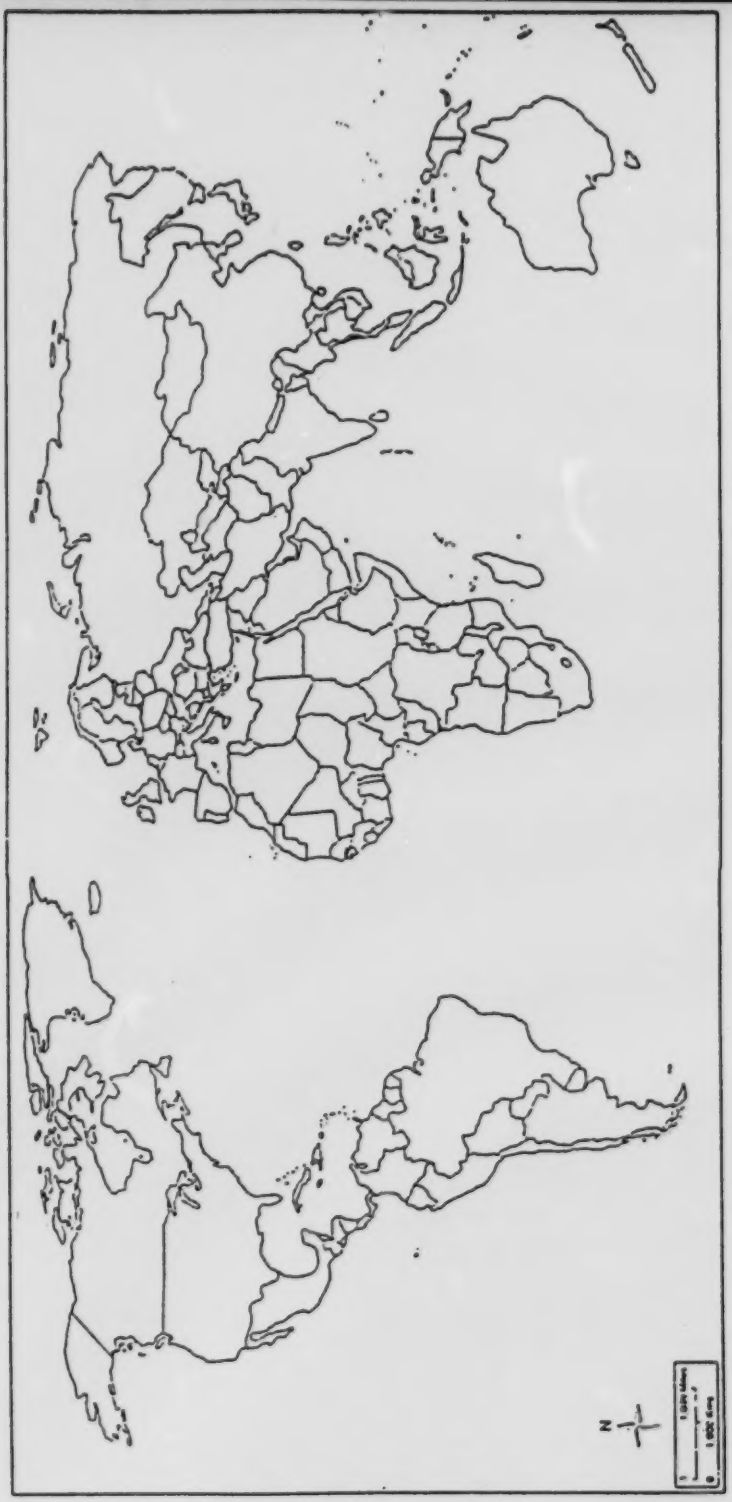
WORLD MAP



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MAP COMPARISON OF RUSSIA AND THE UNITED STATES

THE CONTERMINOUS 48 WITHIN USSR

The areas on this page have been taken from an Eckert IV Equal Area Projection of the World. The projection maintains correct areas for all countries albeit at the cost of some distortions in shape, distance, and direction.

Total Area of USSR
8,649,496 sq mi
22,402,195 sq km

Total Area (Land & Inland Waters) of the 48 Conterminous States of the U.S.
3,021,295 sq mi
7,825,154 sq km

EUROPE TODAY map. Data from The World Almanac and Book of Facts 1989, pp. 408, 725.

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CHART COMPARISON OF RUSSIA AND THE UNITED STATES

FACT	RUSSIA	UNITED STATES
Capital city		
Population		
% of population in urban areas		
Number of time zones		
Bordered by how many nations?		
Currency		
Literacy rate		
Life expectancy		
Ethnic and Minority Groups		
Official language		
Other languages spoken		
Number of political units		

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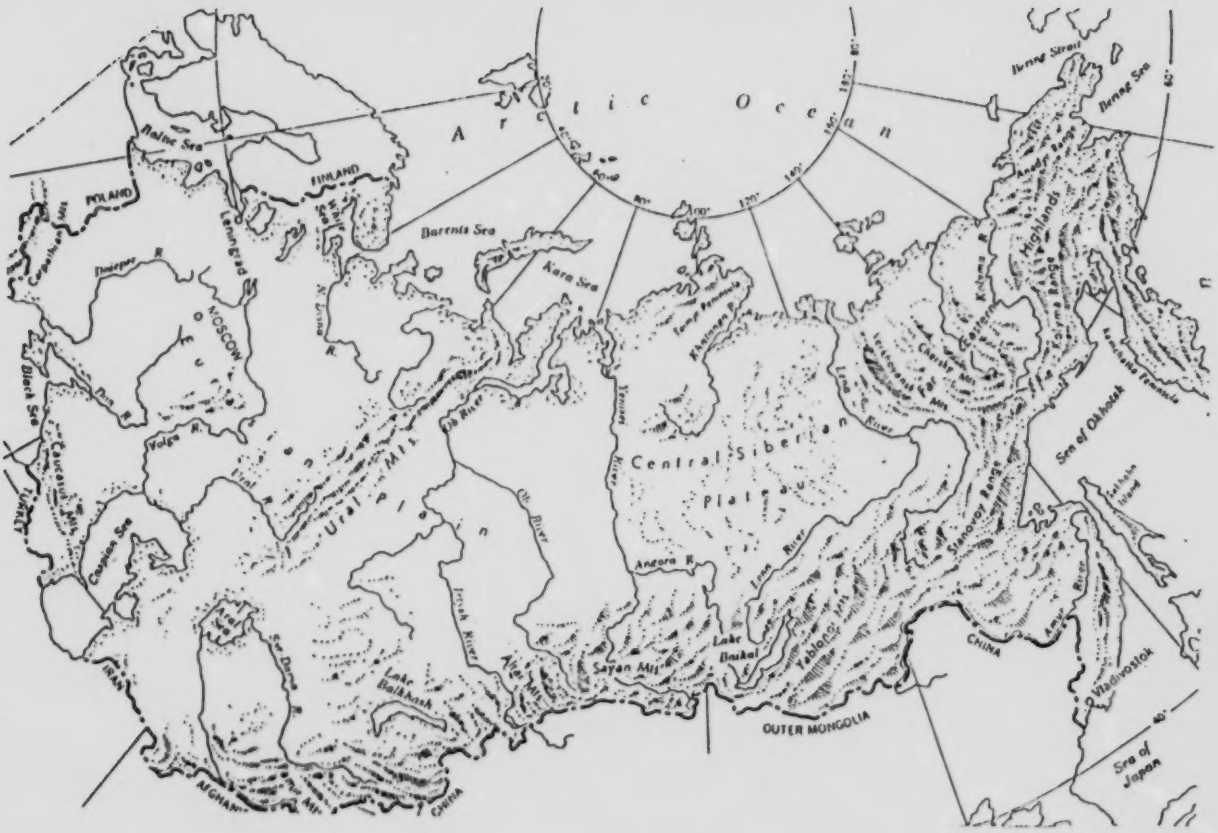
GEOGRAPHICAL FEATURES OF RUSSIA



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RUSSIA: A GEOGRAPHICAL GIANT

Russia is the largest country in the world in terms of territory. It is 82% larger than the United States (slightly more than 1.8 times the size of the US), and it covers an area of 6,591,027 square miles. At its greatest expanse, Russia extends 5,600 miles from East to West and 2,500 miles from North to South. Compared to the US, it is sparsely settled, with an average of nine persons per square kilometer as compared to 37 persons per square kilometer in the US. The country is so large that it has 11 time zones. Truly, the sun never sets in Russia, for when it is 12:00 noon in Moscow it is 12:00 midnight in Vladivistok. It takes eight hours by plane to fly between these two cities.

Russia is bounded by 14 nations. The land boundaries consist of 12,516.5 miles and the coastline is extensive, stretching 23,401.5 miles. The country is located on two continents. Geographers have drawn the line between Europe and Asia at the Ural Mountains, a low range of hills that stretches from north of the Caspian Sea almost to the Arctic Ocean. Eighty percent of the population lives in the European part of Russia, while 20% lives west of the Urals. The population of Russia is the 6th largest in the world, with 148,000,000 persons. Twenty-two percent of the population is under the age of 15, and 11% of the population is over the age of 65. Russia is a multiethnic society. Russians make up 81.5% of the population; Tartars, 3%; and Ukrainians 3%. Altogether there are over 150 nationalities. The predominant religion is Russian Orthodox.

Russia's extreme northern location influences the way the people in the country live. The entire population lives above the latitude of New York City. The winters are long and cold and the summers are short. In St. Petersburg, snow is on the ground from November to May. During June, it stays light all night long for the famous "White Nights" celebration, and in the winter there are only a few hours of sunlight. Murmansk is the only port which is ice-free all winter long.

Russia has a varied topography, and every type of climate except a tropical can be found there. European Russia is a low plain, grassy in the south and wooded in the north, that extends to the Ural mountains on the East and to the Caucauses mountains in the South. The Urals extend 2,500 miles from North to South. Asiatic Russia is also a vast plain with mountains in the South and in the East. Tundra covers the extreme north, with a forest belt below. There are plains and marshes in the West.

Russia does not have many large internal bodies of water to moderate temperatures in the interior of the country. Much of Russia experiences great temperature extremes. In Siberia, the vast territory which stretches from the Ural mountains to the Pacific Ocean, it can be terribly hot in summer and freezing in the winter. In Yatutsk, a small city in Siberia, the average January temperature is -45° F. A temperature of -125° F was once recorded there!

Only a small percentage of the land in this country is available for growing crops. Growing seasons are short, and 14% of the land is permanently frozen. Swamps cover 6.4% of the land, forests account for 45% of the land, and 4% of

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Russia is covered by water. Only 13% of the land is suitable for cultivation. On the whole, Russia is very dry, and has annual precipitation of 24 inches or less. The challenge of producing and distributing food to the people in Russia is a serious problem which has challenged its leaders throughout history.

Russia has an abundance of natural resources. It possesses 20% of the world's known gold deposits. It is the world's leader in quantities of deposits of coal, mineral oil, natural gas, peat, apatite, phosphorites, potassium salts, iron ores, gold, diamonds, rare metals, copper, lead, tin, bauxite, manganese, magnesium, silver, molybdenum, graphite, nickel, and uranium, among others. Fifty percent of the world's supply of coal and more than 50% of the world's supply of mineral oil and natural gas and are found in Russia. The Siberian forests represent 20% of the world's total tree stands.

Unfortunately, many of these abundant natural resources are difficult to obtain. Ninety percent of Russia's natural resources located east of the Ural mountains, and 70 percent of Russia's energy resources are in Siberia. Many valuable minerals are located beneath the permafrost and are difficult to extract.

It is estimated that there are over 120,000 rivers in the country. The longest rivers are the Lena (2728 mi.), the Irtysh (2621 mi.), the Yenisey (2543 mi.), the Ob (2263 mi.), the Volga (2188 mi.), and the Amur (1750 mi.). However, many of these rivers are frozen for part of the year. All of the major rivers except for the Amur run either north-south or south-north, which limits the extent to which they can be utilized to move peoples and goods from east to west.

Under the Soviet regime, Russia extended its influence and control to the Baltics, the Caucauses and Central Asian republics. The Soviet Union was surrounded by mountains on its southern and eastern borders which form a natural barrier with surrounding Muslim nations. The Ural mountains are not high enough to form a natural barrier with Europe, and fear of invasion from the West has always been a concern of Russian leaders throughout history.

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LOOKING AT RUSSIA'S POPULATION AND NATURAL RESOURCES

Introduction This activity provides data about population density, the non-Russian population, and the distribution of key natural and energy resources in Russia. Students analyze maps and develop hypotheses to formulate a deeper understanding of the unique characteristics of Russia's land and peoples.

Objectives Students will be able to:

- Learn about population density, the non-Russian population, the distribution of key natural and energy resources in Russia;
- Analyze maps and to draw conclusions about specific characteristics of Russia's peoples and natural resources.

Grade Level 5-8

Time Two class periods

Materials Handout #9, "Population Density"
Handout #10, "Non-Russian Population"
Handout #11, "Distribution of Key Natural Resources"
Handout #12, "Distribution of Key Energy Resources"

Procedure 1. Introduce the term "population density" if the students are not familiar with it. Begin a discussion about population by asking students the following questions:

- What factors might influence population density? (Example: location of industrial centers and employment opportunities, geographical features, climate, cultural traditions, migration, immigration etc.).
- What are the challenges/problems associated with living in areas of high population density? Have students brainstorm their ideas on the board. (Example: strain on the living environment and ecological system, problems in food production, housing, obtaining adequate water supplies and community services, etc.).
- What areas of United States are the most densely populated? (The five most densely populated states are Washington DC, Connecticut, New Jersey, Massachusetts and Rhode Island).
- What problems might be associated with low population density? (Example: lack of communication, difficulty in obtaining public services).
- What areas of the United States are the least densely populated? (The five states with the lowest population density are Alaska, North Dakota, South Dakota, Montana and Wyoming).

2. Display a map of Russia. Ask students to hypothesize which areas are the most and least densely populated in Russia. Why?

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3. Distribute or display Handout #9, "Population Density". How does the map of population density in Russia compare to the students' hypotheses? What hypotheses (geographical, ethnic and political factors) might explain the areas of different population density in Russia? What special challenges or problems might result from this population pattern?

Note: The population density represented in the map is the density within each geographical unit, but it is related to the population distribution within the entire country. Half of Russia's population lives within 700 miles of Moscow, and two-thirds live within 1,000 miles. The eastern region of Russia is sparsely populated. The Sakha (Yakut) republic is slightly smaller than the area of Western Europe but it has a population density similar to that of the state of Alaska.

4. Distribute or display Handout #10, "Non-Russian Population". The information on the ethnic composition of Russia expands on information provided in the activity, "The Russian Administrative Structure," specifically the addendum, "Teacher Resource Sheet for the Russian Administrative Structure"; this data on Russia's ethnic population may be used in this activity.

This map shows the non-Russian population as a share of the total population in the autonomous regions of the country. Looking at the map, ask students to hypothesize why areas of non-Russian population are located where they are (Siberia, Karelia, the Komi area, the Caucuses and the southern border). What problems might result from this population distribution pattern? (Tension between ethnic Russians and the non-Russian population, including problems of governing from Moscow, problems of language).

Note: Differences of ethnic composition have historically been and continue to be a great source of tension in Russia. Members of various ethnic groups have declared independence from Russia only to be met with refusal and military force. In 1995, Chechenia and Russia were at war as a result of ethnic conflict and Chechenia's desire for independence.

5. Distribute Handout #11, "Distribution of Key Natural Resources" and Handout #12, "Distribution of Key Energy Resources". The information provided in these two maps illustrates and expands upon information provided in Handout #8, "Russia: A Geographical Giant". Teachers may choose to utilize these handouts with this previous activity or to combine all handouts into one activity.

6. Ask students to work to examine the maps to answer the following questions:

- What natural and energy resources are located in Russia?
- Where are these resources located?
- How do the location of these resources relate to the nation's population density and the locations of non-Russian population?
- What problems and/or challenges does the country face in extracting and/or utilizing these resources?

Note: Although Russia is endowed with vast amounts of energy and other natural resources, these resources are not evenly distributed across the regions. Regions which control exportable natural resources (natural gas, oil, diamonds, etc.) have fared better than others and have pushed for greater autonomy from the central government in Moscow.

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POPULATION DENSITY

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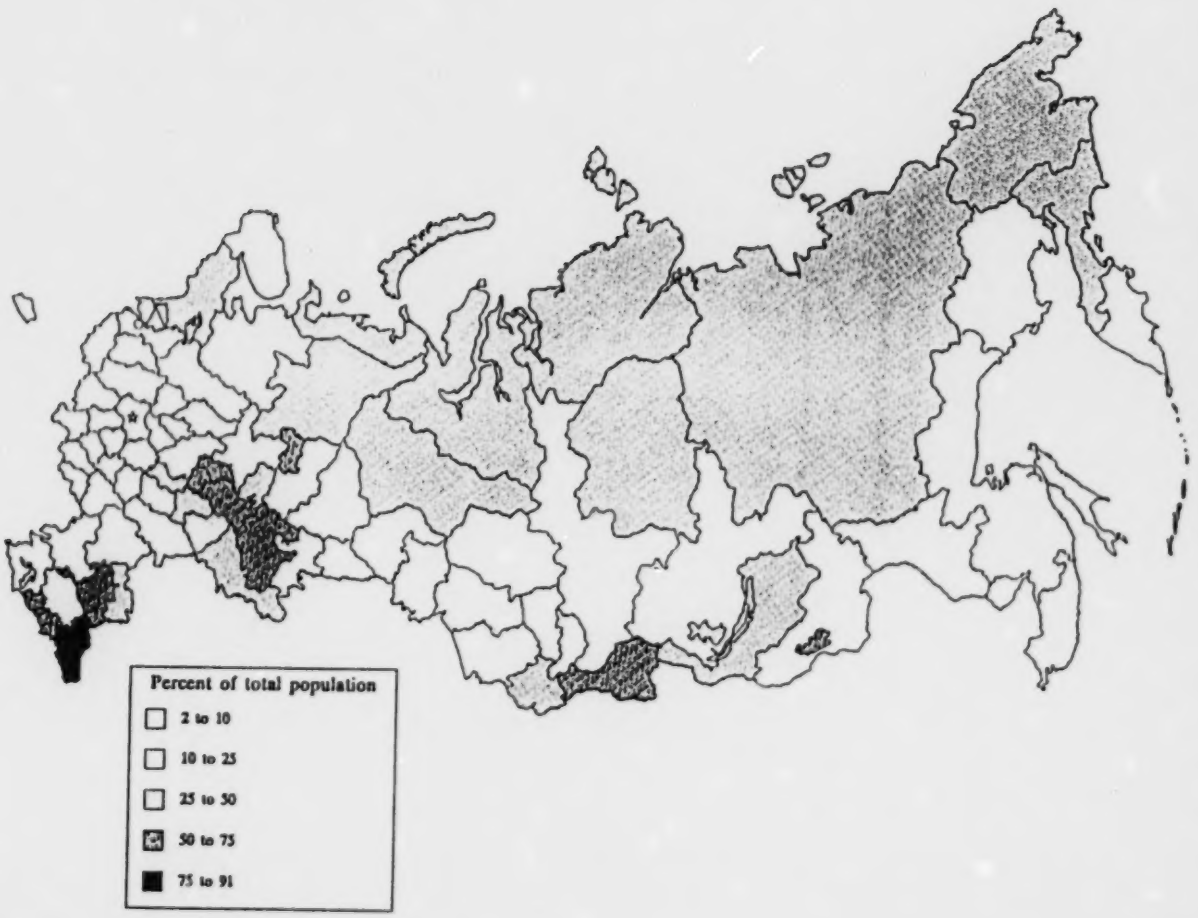
NON-RUSSIAN POPULATION



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DISTRIBUTION OF KEY NATURAL RESOURCES

▲ Aluminum (all developed deposits)
▲ Copper (all developed deposits)
♦ Diamonds (all developed deposits)
Gold (all developed deposits)
■ Iron Ore (all deposits in excess of 125 million tons)
▲ Lead–Zinc (all developed deposits)
● Nickel (all developed deposits)
• Platinum Group Metals (all developed deposits)
▼ Tin (all developed deposits)
▼ Uranium (all developed deposits)
▮ Chromite (all deposits)
▮ Timber (regions with supplies in excess of 500 million cubic meters)

Note: This map only shows the existence of a particular resource in a given region, not the specific location of it nor the amount that exists.

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DISTRIBUTION OF KEY ENERGY RESOURCES

Oil (deposits in excess of 500 million tons)
Oil (deposits between 100 and 500 million tons)
Oil (deposits between 10 and 100 million tons)
Natural gas (deposits in excess of 1 trillion cubic meters)
Natural gas (deposits between 100 billion and 1 trillion cubic meters)
Natural gas (deposits between 1 billion and 100 billion tons)
Coal (deposits in excess of 10 billion tons)
Coal (deposits between 1 billion and 10 billion tons)
Coal (deposits between 100 million and 1 billion tons)

Note: This map only shows the existence of a particular resource in a given region, not its specific location.

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MAPPING RUSSIA

Introduction This activity provides students with an opportunity to locate major geographic features and important cities in Russia.

Objectives Students will be able to:

- Locate major geographic features and major cities in Russia.

Grade Level 6-8

Time One to three class periods (can be adapted)

Materials Handout #13, "Mapping Russia"
Answer Key to Handout #13, "Mapping Russia"

Procedure 1. Distribute Handout #13, "Mapping Russia". Have students work individually or in groups to locate the geographic and political features indicated. This list may be simplified or expanded depending on the age group and/or the capabilities of the students.

2. This mapping exercise complements the information in the other activities on Russian geography. After completing the map, lead students in a discussion of Russian geography and the inter-relationship between physical geography, natural and energy resources, ethnicity, and political stability.

Note: Students are asked to locate ten cities in Russia with a population over 1,000,000 persons. As a comparison, the ten largest cities in the United States as of April 1994 are:

- New York (7,322,564)
- Los Angeles (3,485, 557)
- Chicago (2,783,726)
- Houston (1,629,902)
- Philadelphia (1,585,577)
- San Diego (1,110,623)
- Detroit (1,027,974)
- Dallas (1,007,618)
- Phoenix (983,403)
- San Antonio (935,393)

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Answer Key Mapping Russia

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MAPPING RUSSIA

On the map provided, (page 2 of 2), locate the following geographic and physical features listed below. Note: the map accompanied illustrates the area of the former Soviet Union, including Russia and the other former republics.

Rivers:

- Dneiper
- Ob
- Volga
- Yenisey
- Angara
- Irtysh
- Don
- Lena
- Amur

Mountains:

- Caucauses
- Altai
- Sayan
- Stanovoy
- Urals
- Pamirs
- Yablonai
- Kolyma

Bodies of Water:

- Arctic Ocean
- Sea of Japan
- Barents Sea
- Lake Baikal
- Caspian Sea
- White Sea
- Gulf of Finland
- Baltic Sea
- Sea of Okhotsk
- Bering Sea
- Kara Sea
- Aral Sea
- Black Sea
- Bering Strait

Cities: These are the Russian cities with a population of over 1,000,000:

- Moscow (8,801,500)
- Yekaterinburg (1,375,400)
- Omsk (1,148,300)
- Kazan (1,107,300)
- Ufa (1,097,000)
- Volgograd (1,007,300)
- St. Petersburg (4,466,800)
- Novosobirsk (1,446,800)
- Samara (1,257, 300)
- Chelyabinsk (1,148,300)
- Perm (1,107,300)
- Rostov-na Donu (1,027,600)

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WHAT TIME IS IT?

Introduction This activity gives students the opportunity to appreciate the enormous size of Russia and to practice their mathematical skills by answering questions about the time zones in Russia and the former Soviet Union.

Objectives Students will be able to:

- Appreciate the enormous size of Russia;
- Use a time zone map to answer questions.

Grade Level 4-8

Time One class period

Materials Handout #14, "Time Zones in Russia and the Former Soviet Union"
Answer Key to Handout #14, "Time Zones in Russia and the Former Soviet Union"

Procedure

1. Review the concept of "time zone" for students. Use the United States as an example. The Continental US has four time zones: Eastern Standard (e.g. New York City), Central Standard Time (e.g. Chicago), Rocky Mountain Time (e.g. Denver), and Pacific Standard Time (e.g. Los Angeles).

2. Explain "Greenwich Mean Time." (The meridian running through Greenwich, England, is the Prime Meridian of Longitude. At 0° Longitude, it marks the central point from which time is measured throughout the globe).

3. Distribute Handout #14, "Time Zones in Russia and the Former Soviet Union". These questions can be expanded upon or simplified according to students' ability and/or grade level. Students can work individually or in groups to answer questions.

Answers to the questions are provided at the end of this activity.

4. Discuss the enormous size of Russia. What special challenges and benefits does this present?

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Answer Key

Handout #14, "Time Zones in Russia and the Former Soviet Union": Questions

1. When it is 12:00 noon is Moscow what time is it in Krasnodar? (1:00 PM)

2. When it is 12:00 noon in Moscow, what time is it in Novosibirsk? (4:00 PM)

3. When it is 12:00 noon in Moscow, what time is it in Provideniya? (10:00 PM)

4. When it is 6:00 PM in Novosibirsk, what time is it in Magadan? (10:00 PM)

5. When it is 4:00 AM in Magnitogorsk, what time is it in Yatutsk? (9:00 PM)

6. When it is 2:00 PM in Lensk, what time is it in St. Petersburg? (8:00 AM)

7. When it is 3:00 PM in Omsk.what time is it in Sweden? (12:00 noon)

8. When it is 12:00 midnight, in Tallinn, what time is it in Omsk? (3:00 AM)

9. When it is 7:00 AM in New York City, it is 3:00 PM in Moscow. If it is 12:00 midnight in New York City, what time is it in Vladivostok? (15 hours ahead, it is 3:00 PM)

10. What time is it where you are now? (Look on your watch or at clock) What time is it now in Lensk?

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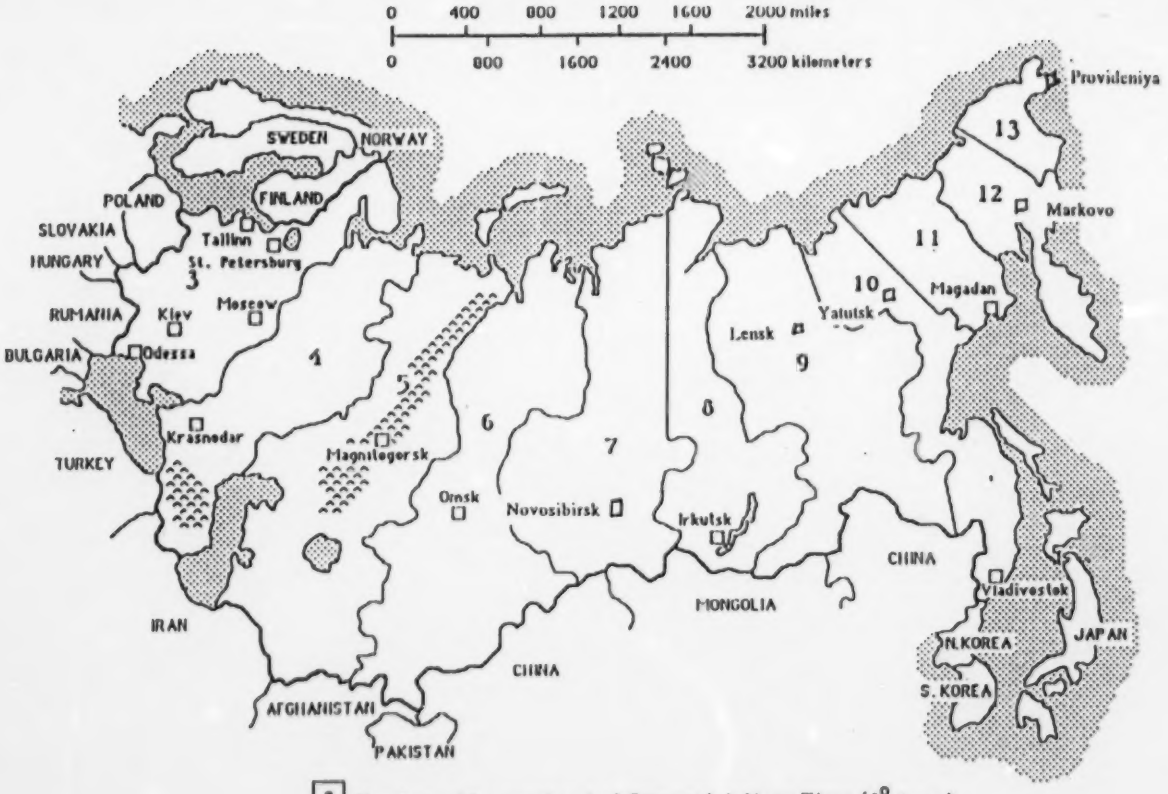
TIME ZONES IN RUSSIA AND THE FORMER SOVIET UNION MAP



3 Number of hours ahead of Greenwich Mean Time (0° long.)

*Map for this activity adapted from"Time Zones in the Soviet Union', in Activities for Teaching Russian and Soviet Studies in the High School, edited by Robert A. Cole and Janet G. Vaillant, Social Studies Education Consortium, Boulder, CO. Updated 1993.

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TIME ZONES IN RUSSIA AND THE FORMER SOVIET UNION QUESTIONS

1. When it is 12:00 noon in Moscow what time is it in Krasnodar?

2. When it is 12:00 noon in Moscow, what time is it in Novosibirsk?

3. When it is 12:00 noon in Moscow, what time is it in Provideniya?

4. When it is 6:00 PM in Novosibirsk, what time is it in Magadan?

5. When it is 4:00 AM in Magnitogorsk, what time is it in Yatutsk?

6. When it is 2:00 PM in Lensk, what time is it in St. Petersburg?

7. When it is 3:00 PM in Omsk, what time is it in Sweden?

8. When it is 12:00 midnight, in Tallinn, what time is it in Omsk?

9. When it is 7:00 AM in New York City, it is 3:00 PM in Moscow.
If it is 12:00 midnight in New York City, what time is it in Vladivostok?

10. What time is it where you are now? (Look on your watch or at a clock) What time is it now in Lensk?

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A QUICK LOOK AT 1,000 YEARS OF RUSSIAN HISTORY

Introduction The United States is a relatively young country compared to Russia. Volumes have been written about Russian history, and the contribution of its writers, artists, composers explorers and politicians are well known. This activity provides a basic introduction to the highlights of Russian history and provides lists of important historical and contemporary people, places and things that students can research on their own.

Objectives Student will be able to:

- Become acquainted with basic information about Russian history;
- Research and prepare a report on a selected topic on famous people, places and developments in Russian history.

Grade level 4-8

Time As many class periods as desired, depending on grade level and ability of students

Materials Handout #15, "A Quick Look at 1,000 Years of Russian History"
Handout #16, "People, Places and Things for Further Research"

Procedure 1. Begin by reviewing what students know about the history of the United States:

- How old is our country?
- Who were the first settlers?
- Why did they come to America?
- From where did they come?
- What were the original areas that settlers came to?
- Who are some of the famous people who helped found our country?
- What are some of the important events in American history?
- What are some of the important people, places and things in American history and American culture? Brainstorm writers, artists, composers, politicians, cities, landmarks, etc..

2. Explain that Russia is a very old country. It was founded in approximately 1000 AD, so it is more than 700 years older than the US.

3. Distribute Handout #15, "A Quick Look at 1,000 Years of Russian History". Go over the handout with students, noting the number of events that happen before the Declaration of Independence of the United States in 1776. Explain basic developments in Russian history to students and have them brainstorm questions.

Note: This handout is a very simple introduction to Russian history. Teachers may choose to expand this list . Russia, Eurasian States and Eastern Europe 1995, Stryker-Post Publications, Harpers Ferry, WV, 1995 is an excellent teacher reference.

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3. Prepare a list of questions and topics for students to investigate. Students can prepare a short oral or written report on a topic of their choice to share with the class.

4. Distribute Handout #16,"People, Places and Things for Further Research". Students can use this list as a resource for additional ideas for reports. Teachers may use it for additional ideas for lessons and curriculum activities (playing music by Russian composers, displaying Russian art, etc., as appropriate to grade level and student ability).

Format for this activity adapted from "Chronology of Russian and Soviet History" in From Russia to USSR: A Narrative and Documentary History, Janet G. Vaillant and John Richards III, Longman, 1985.

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A QUICK LOOK AT 1,000 YEARS OF RUSSIAN HISTORY

RUSSIA	AD	WEST
Founding of the Rurik Dynasty in Novgorod, the historical origins of Russia	862	
Reign of Olga, Princess of Kievan Rus	945-957	
	986	Vikings reach Greenland
Christianity adopted as official religion	988	
	1066	Norman Conquest of England
	1215	Magna Carta
Invasion of Batu Khan and beginning of "Mongol Yoke"	1237-1241	
	1271	Marco Polo visits China
Ivan I founds first Muscovite state	1325-1340	
First Russian victory over Mongols	1380	
Rule of Ivan III, the Great, expands Muscovy to Novgorod and Tver	1462-1505	
"Mongol Yoke" overthrown	1480	
	1492	Columbus discovers America
	1517	Luther's 95 Theses
Rule of Ivan the Terrible who expands Muscovy to Siberia and Caspian Sea and assumes title of "Tsar"	1533-1584	
Ivan the Terrible's "Oprichnina" (Reign of Terror)	1565-1572	

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RUSSIA	AD	WEST
	1603	Founding of Jamestown
"Time of Troubles"	1604-1613	
Michael Romanov elected Tsar Beginning of Romanov Dynasty	1613	
	1620	Pilgrims found Plymouth
First Russian explorers reach Pacific Ocean	1637	
Beginning of Schism in Russian Orthodox Church	1654	
	1661	Louis the 14th becomes King in France
	1688	England's "Glorious Revolution"
Peter the Great crowned Tsar Defeats Sweden, capturing Baltics and opens a "Window on the West"	1689	
St. Petersburg founded	1703	
Peter the Great dies	1725	
First Expedition of Captain Bering to find America	1725-1729	
Catherine the Great becomes Tsarina Captures Poland and Crimea and acquires Finland	1762	
"Pugachev's Revolt"	1773-1775	
	1776	American Declaration of Independence
	1789	French Revolution begins
	1803	Louisiana Purchase

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RUSSIA	AD	WEST
	1812	Napoleon invades Russia and is driven back
Decembrists' Revolt	1825	
First Russian Railroad	1837	
Dostoyevsky sentenced to death (not executed)	1849	
Russian serfs freed Start of Great Reforms under Alexander II	1861	US buys Alaska from Russia; purchase is called "Seward's Folly"
	1861-1865	US Civil War
Assassination of Tsar Alexander II by Terrorists from People's Will	1881	
Trans-Siberian Railway started	1891	
Rule of Nicholas II, last Tsar	1894-1917	
"First" Russian Revolution	1905-1906	
Opening of First Russian Parliament (Duma)	1906	
World War I	1914-1918	World War I
Murder of Rasputin	1916	
Russian Revolution: Lenin and Bolsheviks take power	1917	US enters World War I
Nicholas II and family are killed	Oct1917	
Russian Civil War Red army gains power and regains most of the former Russian empire	1918-1921	US and other countries intervene in Russian Civil War
Union of Soviet Socialist Republics is formed	1922	
Lenin dies	1924	

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RUSSIA	AD	WEST
Joseph Stalin rules the Soviet Union Begins first "Five Year Plan" and Collectivization of Agriculture	1928-1953	
	1933	US recognizes USSR
Stalin's "Purges" Millions of people are killed and/or exiled	1936-1939	
	1933-1945	Franklin D. Roosevelt President of US
"The Great Patriotic War" 20 million Soviets are killed	1941-1945	World War II: US and Soviet Union are allies
"Cold War" era	1948-1985	"Cold War" era
Khrushchev in power	1956-1964	
	1961-1963	John F. Kennedy President of the US
	1962-1975	Viet Nam War
Brezhnev in power	1964-1982	
	1977	US and USSR sign SALT I agreement
Soviet War in Afghanistan	1979-1988	
	1980-1988	Ronald Reagan President of the US
Andropov in power	1982-1984	
Chernenko in power	1984-1985	
Mikhail Gorbachev in power Begins reforms known as "perestroika"(restructuring) and "glasnost" (openness)	1985-1991	
Nuclear accident at Chernobyl	1986	
	1988-1992	George Bush President of the US

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RUSSIA	AD	WEST
Attempted Coup d'etat; Boris Yeltsin calls for general strike and Gorbachev restored as President	August 19-21, 1991	
Gorbachev resigns as leader of the Communist Party; Azerbaijan, Uzbekistan and Kyrgystan declare independence	August 24, 1991	
All activities of the Communist Party are disbanded	August 29, 1991	
Soviet Union officially recognizes independence of Estonia, Latvia and Lithuania	September 6, 1991	
All republics except Georgia vote to join the Commonwealth of Independent States (CIS); Russia takes USSR's seat at the United Nations	December 21, 1991	
Gorbachev resigns as President of the USSR	December 25, 1991	
The Soviet Union is officially dissolved. Former republics are all now independent nations	December 26, 1991	
	1992-1996	Bill Clinton President of the US
Boris Yeltsin launches large scale economic reforms	January 2, 1992	
Yeltsin orders storming of Russian Parliament building following armed attacks; opposition leaders arrested	October, 1993	
New Constitution approved; Russia established as a Federation with a central government and local governments	December, 1993	
Russia at War with the Chechen republic; large military invasion leads to loss of life on both sides	January, 1995	

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PEOPLE, PLACES AND THINGS FOR FURTHER RESEARCH

The following is a list of interesting topics on Russia that students can choose from to research. This list is by no means complete. It contains some famous and some little-known Russian individuals, places and items that may be of interest to people in the West, particularly teachers and students who are studying Russia. Teachers should feel free to add their own items:

INDIVIDUALS FROM RUSSIAN HISTORY:

Ivan the Terrible (Ivan Grozny)
The Romanov Dynasty
Nicholas II and Alexandra
Grigorii Rasputin
Peter the Great
Catherine The Great
(Y)Ermak, explorer of Siberia
Alexander I, II, II
Alexander Nevsky
Alexander Gertzen
Mikhail Bakunin
Vera Zasulich
General Alexander Suvorov
Vera Figer
Nikolai Chernyshevskii

POLITICAL FIGURES:

Vladimir Ilych Lenin
Nadezhda Krupskaya
Alexandra Kollontai
Inessa Armand
Leon Trotsky
Karl Marx
Bolsheviks
Mensheviks
Alexander Kerensky
Sergei Kirov
Joseph Stalin
Nikolai Bukharin
Lavyentyi Beria
Felix Dzerzhinsky
Marshall Georgyi Zhukov
Nikita Khrushchev
Leonid Brezhnev
Yuri Andropov
Viacheslav Molotov
Mikhail Gorbachev
Boris Yeltsin
Alexander Rutskoi
Ruslan Khasbulatov
Edward Shevardnadze
(Y)Egor Gaidar
Vladimir Zhirinovsky
Andrei Sakarov

POLITICAL INSTITUTIONS:

Duma (1906-1917 and 1991-present)
Communist Party
Supreme Soviet
Politburo
Komosomol
Young Pioneers
Secret Police (NKVD, MVD, KGB)

CITIES WITH PARTICULAR HISTORICAL SIGNIFICANCE:

St. Petersburg
Moscow
Kiev
Vladmir/Suzdal
Stalingrad
Kurile Islands
Murmansk
Arkhangelsk
Brest-Litovsk
Magadan
Vladivostok
Smolensk
Novgorod
Pskov
Irkutsk
Novosibirsk

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RELIGION:

Russian Orthodox Church
Icons
St. Basil's Cathedral, Moscow
St. Sophia (in Novgorod and Kiev)
Judiasm in Russia and the Soviet Union
Islam in Russia and the Soviet Union
"Old Believers"
Georgian Orthodox Church
Ukrainian Orthodox Church
Uniate Church (Ukrainian Catholic Church)
Armenian Orthodox Church

RUSSIAN WRITERS:

Boris Pasternak
Alexander Pushkin
Mikhail Lermontov
Nikolai Gogol
Ivan Turgenev
Fyodor Dostoyevsky
Leo Tolstoy
Anton Chekhov
Maxim Gorky
Alexander Solzhenitsyn
Joseph Brodsky
Mikhail Bulgakov
Mikhail Sholokhov
Evgenii Zamyatin
Vladimir Nabokov
Nikolai Nekrasov
Mikhail Zoshchenko
Mikhail Saltykov-Shchedrin
Valentin Kataev
Fyodor Gladkov
Ilya Ehrenbrug
Paustovsky Konstantin
Osip Mandelshtam
Vasilii Grossman
Anotoly Rybakov

RUSSIAN COMPOSERS AND DANCERS:

Modest Mussorgsky
Igor Stravinsky
Petr Tchaikovsky
Nikolai Rimsky-Korsakov
Sergei Prokofiev
Dmitryi Shostakovich
Mikhail Glinka
Alexander Scriabin
Mstislar Rostropovich
Sergei Rachmaninoff
Rudolph Nureyev
Mikhail Baryshnikov
Maya Plisetskaya
Anna Pavlova
Vaslav Nijinsky
Natalya Makarova

RUSSIAN POETS:

Alexander Pushkin
Alexander Blok
Vladimir Mayakovsky
Sergei Yesenin
Yevgeni Yevtushenko
Anna Akhmatova

RUSSIAN THEATER AND CINEMA:

Konstantin Stanislavsky
Vsevolod Meyerhold
Alexander Ostrovsky
Dziga Vertov
Sergei Eisenstein

RUSSIAN ARTISTS AND ARCHITECTURE:

Andrei Rublev
Kizhi Churches
Winter Palace
Catherine's Palace at Tsarskoye Selo
Bartolomeo Rastrelli
Smolney Cathedral, St. Petersburg
St. Andrews Church, Kiev
The Grand Palace at Pavlosk
St. Petersburg Stock Exchange
Kazan Cathedral
The Russian Museum
"The Wanderers" (Peredvizhniki)
Dimitri Levitski
Karl Bryullov
Orest Kiprensky
Il'ya Repin
Aleksei Venetsianov

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Viktor and Apollonary Vasnetsov
Mikhail Vrubel
Isaak Levitan
Valentin Serov
Vasily Kandinsky
Kazimir Malevich
Marc Chagall
Socialist Realism

SCIENCE:

Trofim Lysenko
Dmitrii Mendeleyev
Ivan Pavlov
Chernobyl

Format for this activity adapted from "Chronology of Russian and Soviet History" in From Russia to USSR: A Narrative and Documentary History, Janet G. Vaillant and John Richards III, Longman, 1985.

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RUSSIA AND THE NEW NATIONS OF THE FORMER SOVIET UNION

Introduction This lesson is designed to familiarize students with the composition of the former Soviet Union and the break-up of the country into 15 independent nations. Students will locate former republics on a map of the former USSR, research basic information on the newly independent countries, and present their findings to the class.

Objectives Students will be able to:

- Locate the 15 republics of the former Soviet Union, the capitals of the newly independent nations and surrounding countries on a map;
- Research basic information about each former republic.

Grade Levels 6-8

Time Several class periods (This activity can be shortened or expanded as appropriate to the class).

Materials
Handout #17, "Mapping the Former Soviet Union"
Handout #18, "Profiles of the Newly Independent States of the former Soviet Union"
Answer Key to Handout #17, "Mapping the Former Soviet Union"

Procedure

1. Distribute Handout #17, "Mapping the Former Soviet Union". Students can work individually or in groups to complete the map, labeling the republics of the former Soviet Union, researching and labeling the capitals of the newly independent nations and locating the nearby nations. Atlases and research materials produced before 1991 may have this information.

2. The answer key to Handout #17, "Mapping the Former Soviet Union" illustrates the location of the 15 newly independent nations that were once republics of the former Soviet Union. The dots indicate the location of capital cities. The names of the capitals are indicated in Handout #18, "Profiles of the Newly Independent States of the former Soviet Union".

3. Assign each student to research and prepare an oral and/or written report on each former republic, highlighting each nation's unique history, ethnic composition, language, culture and entry into the Soviet Union. Handout #18, "Profiles of the Newly Independent States of the former Soviet Union" provides some basic information for students and teachers.

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4. Discuss the multi-ethnic nature of the Soviet Union and Russia. What special challenges do these new nations face now that they are independent? (Difficulties of creating a new system of government, educational system, banking and currency system, import and export markets, military and defense issues foreign relations with Russia and other nations, etc. are examples).

This activity is an adaptation of "Geography of Russia and the Newly Independent States," in Activities for Teaching Russian and Soviet Studies in the High School. Edited by Robert A. Cole and Janet G. Vaillant, Social Science Education Consortium, Boulder, CO, 1993.

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Answer Key Mapping the Former Soviet Union

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MAPPING THE FORMER SOVIET UNION

On the map provided, locate the following republics of the former Soviet Union. Using an atlas or other materials, locate and label the capital cities of the newly independent nations of the former Soviet Union.

Note: These are the names of the republics before 1991. Several nations have changed their names since they have obtained independence. If so, label the new name.

FORMER REPUBLIC	NEW NAME	CAPITAL
Russia	Russia	Moscow
Byelorussia	Belarus	Minsk
Ukraine	Ukraine	Kiev
Moldavia	Moldova	Chisinau (Kishinev)
Estonia	Estonia	Tallinn
Latvia	Latvia	Riga
Lithuania	Lithuania	Vilnius
Armenia	Armenia	Yerevan
Georgia	Georgia	Tbilisi
Azerbaijan	Azerbaijan	Baku
Kazakhstan	Kazakhstan	Alma-Ata
Krygyzia	Kyrgystan	Bishkek (Frunze)
Turkmenistan	Turkmenistan	Ashkhabad
Uzbekistan	Uzbekistan	Tashkent
Tajikistan	Tajikistan	Dushanbe

Label the following countries which share a border with one of these new nations:

Romania	Slovakia	Iran
Poland	Norway	Mongolia
Hungary	China	North Korea
Finland	Turkey	Afghanistan

Label the following nearby nations:

Sweden
Pakistan
Japan
Bulgaria

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PROFILES OF THE NEWLY INDEPENDENT STATES OF THE FORMER SOVIET UNION

COUNTRY	GEOGRAPHY	PEOPLE	RELIGION	ENTRY INTO USSR
ARMENIA	**area in sq. mi.:**11,503. Slightly larger than Maryland. **capital:** Yerevan	**pop.:**3,481,000 **ethnic makeup:** 93% Armenian 2% Azerbaijani 2% Russian **Languages:** Armenian Azeri Russian	Gregorian Christian	1936
AZERBAIJAN	**area in sq. mi.:**33,428. Slightly larger than Maine. **capital:** Baku	**pop.:**7,573,5000 **ethnic make-up:** 83% Azerbaijani 6% Russian 6% Armenian 3% Dagestani **Languages:** Azeri Russian Armenian	Shi'ite Muslim	1936
BELARUS	**area in sq. mi.:**80,134. Slightly smaller than Kansas. **capital:** Minsk	**pop.:**10,370,300 **ethnic make-up:** 79% Belorussian 13% Russian 4% Polish 3% Ukrainian **Languages:** Belorussian Russian	Eastern Orthodox	1924

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COUNTRY	GEOGRAPHY	PEOPLE	RELIGION	ENTRY INTO USSR
ESTONIA	**area in sq. mi.:**45,100. Slightly larger than Vermont/ NewHampshire **capital:** Tallinn	**pop.:**1,608,500 **ethnic makeup:** 62% Estonian 30% Russian 3% Ukrainian 2% Belorussian **Languages:** Estonian Latvian Lithuanian Russian	primarily Lutheran	1940
GEORGIA	**area in sq. mi.:**69,904. Slightly larger than South Carolina. **capital:** Tbilisi	**pop.:**5,634,000 **ethnic make-up:** 70% Georgian 8% Armenian 6% Russian 6% Azeri 10% others **Languages:** Georgian Russian Armenian Azeri	Georgian Orthodox, Muslim, Russian Orthodox, Armenian	1936
KAZAKSTAN	**area in sq. mi.:**1,048,878. Slightly larger than four times the size of Texas **capital:** Almaty	**pop.:**17,156,500 **ethnic make-up:** 42% Kazak 37% Russian 5% Ukrainian 5% German 2% Uzbek 2% Tatar **Languages:** Kazakj Russian	Sunni Muslim	1936

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COUNTRY	GEOGRAPHY	PEOPLE	RELIGION	ENTRY INTO USSR
KYRGYSTAN	**area in sq. mi.:**76,621. Slightly smaller than South Dakota **capital:** Bishkek	**pop.:**14,626,000 **ethnic makeup:** 52% Kirghiz 22% Russian 13% Uzbek 4% Ukrainian 2% German 2% Tatar **Languages:** Kirghiz Russian	Sunni Muslim Russian Orthodox	1936
LARVIA	**area in sq. mi.:**64,100. Slightly larger than West Virginia. **capital:** Riga	**pop.:**2,735,6000 **ethnic make-up:** 52% Latvian 34% Russian 5% Belorussian 5% Ukrainian 2% Polish **Languages:** Latvian Lithuanian Russian	Roman Catholic Lutheran Russian Orthodox	1940
LITHUANIA	**area in sq. mi.:**65,2000. Slightly larger than West Virginia **capital:** Vilnius	**pop.:**3,819,700 **ethnic make-up:** 80% Lithuanian 9% Russian 9% Polish **Languages:** Lithuanian Russian Polish	Lutheran Roman Catholic	1940

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COUNTRY	GEOGRAPHY	PEOPLE	RELIGION	ENTRY INTO USSR
MOLDOVA	**area in sq. mi.**:33,700. Slightly smaller twice the size of Hawaii **capital:** Chinean (formerly Kishinev)	**pop.**:4,456,000 **ethnic makeup:** 65% Moldovan/ Romanian 13% Russian 8% Gagauz & Bulgarian **Languages:** Moldovan Romanian Russian	Eastern Orthodox	1940
RUSSIA	**area in sq. mi.**:6,591,027. Slightly more than 1.8 times the size of the US **capital:** Moscow	**pop.**:149,400,000 **ethnic make-up:** 82% Russian 3% Tatar 3% Ukrainian 1% Bahkir 1% Chuvash 7% others **Languages:** Russia more than 150 others	Russian Orthodox Muslim Georgian Orthodox Jewish Roman Catholic	1924
TAJIKISTAN	**area in sq. mi.**:55,237. Slightly smaller than Wisconsin **capital:** Dushanbe	**pop.**:5,836,000 **ethnic make-up:** 65% Tajik 25% Uzbek 3% Russian **Languages:** Tajik Russian	Sunni Muslim	1929

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COUNTRY	GEOGRAPHY	PEOPLE	RELIGION	ENTRY INTO USSR
TURKMENISTAN	**area in sq. mi.:**188,407. Slightly larger than California **capital:** Ashkabad	**pop.:**3,915,407 **ethnic makeup:** 73% Turkmen 10% Russian 9% Uzbek 2% Kazak **Languages:** Turkmen Russian Uzbek	Sunni Muslim	1925
UKRAINE	**area in sq. mi.:**233,028. Slightly smaller than Texas **capital:** Kiev	**pop.:**51,821,000 **ethnic make-up:** 73% Ukrainian 22% Russian **Languages:** Ukrainian Russian Romanian Polish	Ukrainian Orthodox	1925
Uzbekistan	**area in sq. mi.:**172,696. Slightly larger than California **capital:** Tashkent	**pop.:**22,128,000 **ethnic make-up:** 71% Uzbek 8% Russian 5% Tajik 4% Kazak 2% Tatar 2% Karakalpak **Languages:** Uzbek Russian	Sunni Muslim	1925

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FLAGS AS SYMBOLS OF HISTORIC CHANGE

Introduction This lesson is designed to demonstrate how flags and national seals are symbols of nationhood. Comparing the flags of the 15 former Soviet republics and the new flags the former republics have created since they have become independent nations provides a visual symbol of historic change.

Objectives Students will be able to:

- Recognize that flags and national seals are symbols of nationhood;
- Recognize that flags and national seals can change as governments and countries change.

Grade Levels 6-8

Time Three class periods

Materials Handout #19, "Progression of US flags from Colonial Times to the Present"
Slide #17, "Flag of Imperial Russia, the Double Headed Eagle"
Slide #18, "Flags and Seals of the 15 Soviet Socialist Republics"
Slide #19, "Flags of Newly Independent Nations of the former Soviet Union"

Procedure 1. Distribute Handout #19, "Progression of US Flags from Colonial Times to the Present." Ask students to compare how the different flags reflect the political composition of the United States at the time (as the number of stars reflect the number of states in the US, one can see the growth of the country). What information does each flag provide about the United States?

2. Show Slide #17, "Flag of Imperial Russia, the Double Headed Eagle". Ask students to identify the items in the emblem. Ask them to hypothesize what these symbols might mean. (The emblem contains the imperial crown; two eagles with crowns, one looking east and one looking west; naval maps in the birds' claws and talons. The image in the middle is St. George slaying the dragon. St. George is the patron saint of Muscovy, and his slaying of the dragon represents the victory of good over evil).

This slide illustrates the coat of arms of the Tsars, featuring the double-headed eagle. This symbol was adopted by Tsar Ivan III, Grand Duke of Muscovy, who married Sophia Palaeologus, niece of the last Byzantine Emperor in 1472. He proclaimed Moscow to be the "Third Rome", and adopted for its emblem the double-headed eagle which looks both east and west. By 1725, most of the territory of modern Russia, including Siberia, had come under the rule of the Tsars. Peter the Great added the naval maps that are in the birds' beaks and talons.

2. Show Slide #18, "Flags and Seals of the 15 Soviet Socialist Republics" Students may work in groups or individually to answer the following questions:

- In what ways are all the flags similar? (They each have the Soviet hammer and sickle emblem. The hammer represents the power of

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the industrial workers and the sickle represents the power of the agricultural workers. In addition, each flag has the star of Lenin above the emblem and has the color red in the seal and the flag).

- How does the Union of Soviet Socialist Republics flag represent the union of 15 republics? (All the languages of the 15 republics are listed on a red banner. The flag is completely red, representing unity).
- How do the flags and seals of the republics differ? How do they illustrate the unique characteristics of each republic? How are the flags and seals similar?
- Based on what you can observe in the flags and seals, can you identify each different republic? What clues can you find?

3. Explain to students that the 15 former republics of the Soviet Union are all now independent nations. They have designed new flags or in some cases retained old flags that were used before Soviet domination. Ask students to conduct research on one former republic of the USSR and to design a new flag for that nation. Have students report their research and present their flags to the class.

4) Show Slide #19, "Flags of Newly Independent Nations of the former Soviet Union".

Compare these flags to the flags of same areas when they were part of the Soviet Union. Research the meaning of symbols, designs and colors in each flag.

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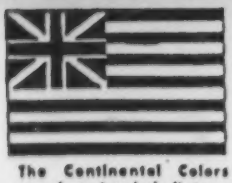
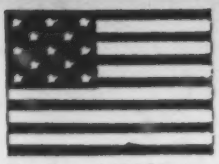
PROGRESSION OF US FLAGS FROM COLONIAL TIMES TO THE PRESENT



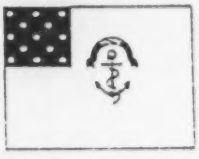
The Continental Colors served as America's first national flag from 1775 to 1777.



The Flag of 1777 had no official arrangement for the stars. The most popular design had alternating rows of 3, 2, 3, 2, and 3 stars. Another flag with 13 stars in a circle was rarely used.

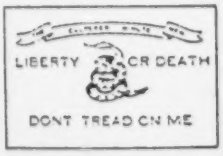
The Flag of 1795 had 15 stripes, as well as 15 stars, to stand for the 15 states

New England Flags. The Taunton Flag, *left*, was raised at Taunton, Mass., in 1774. The Bedford Flag, above, flown in 1775, bears the words *vince aut morire*, meaning conquer or die. The

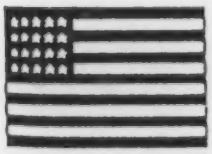


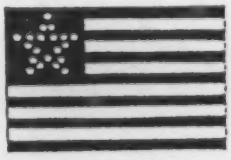
Rhode Island Flag, above, was carried in battle until 1781. The Bennington Flag, *right*, a variation of the original Stars and Stripes, may have flown during the Battle of Bennington in 1777.

Navy Flags. American ships in New England waters flew a liberty tree flag, *left*, in 1775. Later that year, the Continental Navy began using a striped flag with a rattlesnake design.

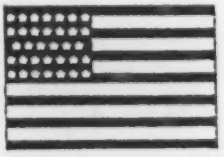


Southern Flags often had rattlesnake designs, as in the flag of Virginia's Culpeper Minutemen, 1775. William Moultrie's flag was flown by defenders of Charleston, S.C., in 1776.

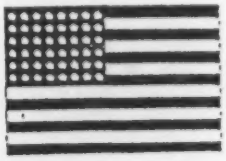




The Flag of 1818 went back to 13 stripes, and had 20 stars for the 20 states. One design had four rows of five stars each. The Great Star Flag, *right*, formed the 20 stars in a large star.



The Flag of 1861, used in the Civil War, had stars for 34 states, including the South.



The 48-Star Flag served as the national flag the longest of any flag, from 1912 to 1959.

Today's 50-Star United States Flag has the following dimensions: hoist (width) of flag, 1.0 unit; fly (length) of flag, 1.9; hoist of union, .5385 (7/13); fly of union, .76; width of each stripe, .0769 (1/13); and diameter of each star, .0616.

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THE RUSSIAN ADMINISTRATIVE STRUCTURE

Introduction This activity provides information about the administrative structure of Russia. Students can learn about how Russia is subdivided into smaller administrative units and compare this organizational structure with that of the United States.

Objectives Students will be able to:

- Learn about the administrative structure of Russia;
- Compare the administrative structure of Russia with that of the United States.

Grade Level 4-8

Time One class period

Materials Handout #20, "The Russian Administrative Structure"
Teacher Resource Guide for the Russian Administrative Structure
Map of the United States
Map of the students' home state, showing counties and town lines

Procedure

1. Have students look at a map of the United States and a map of their home state. What are the major political divisions in the US? (There are 50 states, each having a state capital and a state government most consisting of a House of Representatives and a Senate and a chief executive officer called a Governor).

2. Display a map of the students' home state. What political divisions are shown? (States are usually divided into administrative units called counties. There are often "county seats," the administrative capital of the county in which county courts and county-wide service offices are located). Within counties there are towns. Some towns are run by a Mayor and some are run by a Board of Selectmen. Individual states may have other, smaller political or geographical divisions, such as smaller villages and/or Indian Reservations.

3. Have students identify their town, city, county and state. Discuss why these different subdivisions exist. (Smaller units make governing easier. People can get more directly involved in our democratic system, etc.. Indian Reservations are created to give Native Americans their own land and governmental autonomy).

4. Discuss the terms "ethnic group", "ethnic minority" and "ethnicity." Explain that, unlike the United States, Russia is a multi-national country, with 42 nationalities that have been given their own separate administrative regions and 86 other ethnic minorities who are dispersed throughout the country. What special problems and challenges would this present? How is this situation similar to, or different from, the ethnic makeup of your state, town and neighborhood?

5. Have students hypothesize what administrative units (political and/or ethnic) might exist in Russia. Brainstorm responses on the chalkboard.

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6. Distribute Handout #20, "The Russian Administrative Structure". Have students look at the map and hypothesize as to the reason for the different political subdivisions. Compare and discuss the sizes of the administrative units: why are the units in the eastern part of Russia bigger than those in the western part of the country? An explanation of the administrative and territorial structure of Russia is included in the "Teacher Resource Guide for The Russian Administrative Structure". Explanations of Russia's administrative structure may be simplified as needed for the age group or class.

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TEACHER RESOURCE GUIDE FOR THE RUSSIAN ADMINISTRATIVE STRUCTURE

The administrative structure of Russia includes both simple administrative divisions and regions created to give recognition to different ethnic groups. Russia is a multinational country, with 42 nationalities which have their own separate administrative regions within Russia. Eighty-six other ethnic minorities are also located in the country.

Russia consists of 21 republics, six krays (territories), 49 oblasts (provinces), one autonomous oblast and ten autonomous okrugs (ethnic districts), 1,857 rayons (counties) and two federal cities (Moscow and St. Petersburg). Since the adoption of the new Constitution, all administrative units (republics, krays, oblasts, and okrugs, etc.), are equal, despite their different names, sizes, populations, and internal ethnic and administrative structures. The status of these different units can roughly be compared with states in the United States. These administrative units and the role that they will play in the political development of the country may change after the implementation of reforms outlined by the Russia Constitution adopted in December, 1993.

Republics

These are the most politically developed areas of Russia, the boundaries of which were drawn in the 1920's to give political recognition to important minority groups. In each republic there is a legislative branch, including a parliament which may be called supreme soviet, duma, or council of representatives. Ten republics have elected presidents and most of the remaining ones plan to do so.

Oblasts

Oblasts have traditionally been primarily administrative subdivisions, often named for largest city within them. Under the new Constitution, they are now equal in status to republics and to other administrative units. As a result, they may begin to play a greater role locally and at the federal level.

Krays (Territories)

Krays remain distinct administrative entities which are a combination of republic and oblast. Under the new system, the distinction between a dray and oblast will gradually disappear.

Autonomous (Ethnic) Oblasts and Okrugs (Districts)

Autonomous districts and okrugs were developed to give political recognition to relatively small ethnic groups. All autonomous okrugs are located in large sparsely populated areas of Siberia, the Far East, and the northern regions of Russia. Under the new Constitution importance of these units will increase. Gradually they will become more independent from the federal government and will be able to manage the mineral and other natural resources located in their territories.

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Rayons (Counties)

All republics, oblasts, krays and okrugs are divided into rayons which can be compared to counties in the United States. There are 1,857 rayons in Russia. Each rayon has its own local government which consists of appointed officials.

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THE RUSSIAN ADMINISTRATIVE STRUCTURE

Federal Cities

Moscow
St. Petersburg

[6] - Krays (Territories)

22. Altay
23. Khabarovsk
24. Krasnodar
25. Krasnoyarsk
26. Primorskiy
27. Stavropol

[21] - Republics

1. Adygey
2. Bashkortostan
3. Buryat
4. Chechen
5. Chuvash
6. Dagestan
7. Gornly Altay
8. Ingush
9. Kabardin-Balkar
10. Kalmykiya-Khalmg Tangch
11. Karachay-Cherkess
12. Karelian
13. Khakass
14. Komi
15. Mariy El
16. Mordovian
17. North Osetian
18. Sakha (Yakut)
19. Tatarstan
20. Tyva
21. Udmurt

[49] - Oblasts (Provinces)

28. Amur
29. Arkangelsk
30. Astrakhan
31. Belgorod
32. Bryansk
33. Chelyabinsk
34. Chita
35. Irkutsk
36. Ivanovo
37. Kaliningrad
38. Kaluga
39. Kamchatka
40. Kemerovo
41. Kirov
42. Kostroma
43. Kurgan
44. Kursk
45. Lipetsk
46. Magadan
47. Moscow
48. Murmansk
49. Nizhniy Novgorod
50. Novgorod
51. Novosibirsk
52. Omsk
53. Orenburg
54. Oryol
55. Penza
56. Perm
57. Pskov
58. Rostov
59. Ryazan
60. Sakhalin
61. Samara
62. Saratov
63. Smolensk
64. St. Petersburg
65. Tambov
66. Tomsk
67. Tsaritsyn (Volgograd)
68. Tula
69. Tver
70. Tyumen
71. Ulyanovsk
72. Vladimir
73. Vologda
74. Voronezh
75. Yaroslavl
76. Yekaterinburg

[11] Autonomous (Ethnic) Okrugs & Oblast

77. Aginskiy Buryat
78. Chukotka
79. Evenkiyskiy
80. Khanty-Mansi
81. Komi-Permyak
82. Koryak
83. Nenets
84. Taymyrskiy
85. Ust-Ordynskiy
86. Yamalo-Nenets
87. Yevreyskaya Autonomous Oblast

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PART 2
CHILDREN'S LIFESTYLES

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INTERVIEW WITH A RUSSIAN TEENAGER FROM SIBERIA: ELENA ABAGAEVA

Introduction What have been the effects of political and economic changes in Russia since 1991 on school life and opportunities for teenagers? This activity stimulates children to read, respond to, and discuss an interview with a sixteen year old Russian girl from Siberia. The text is transcribed from Elena's responses in English (only a few words or phrases have been translated from Russian). For readability, the interviewer's questions are deleted.

Objectives Students will be able to:

- Be introduce to a first-hand account of Russian life by a Russian teenager fluent in English;
- Learn about teenage life at home and at school in Russia;
- Compare and contrast education and lifestyles in Russia and the USA.

Grade Level K-12

Time One to two hours

Materials
Handout #21, "Interview with a Russian Teenager: Elena Abagaeva, May, 1995"
Handout #22, "Postcards from Ulan-Ude"
Slide projector
Slide #20, "Elena Abagaeva with cat"
Wall map of northern hemisphere or world, showing Russia and Siberia.

Procedure

1. Encourage students to define "exchange student" and share experiences they have had.

2. Talk about high school exchanges for Russian students in the USA. Show Slide #20 of Elena at the home of her American host with the family cat.

3. Distribute Handout #21, "Interview with a Russian Teenager: Elena Abagaeva, May, 1995." Ask students what they know about Siberia. Have them find Siberia on the wall map of Russia. Read aloud the first paragraph of Elena's interview, Handout #21, "Interview with a Russian Teenager: Elena Abagaeva, May, 1995." Use her description to help them locate Ulan-Ude.

4. Distribute Handout #22, "Postcards from Ulan-Ude". Have students guess whether Ulan-Ude is closer to Moscow, Russia or Tokyo, Japan, and then verify answer with map.

5. Using the map, ask students to name other cities and countries that are at the same latitude as Ulan-Ude.

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Debriefing

Share responses to Elena's description of her life at home and at school.

Follow-up

1. Encourage students to imagine themselves as exchange students in Russia.

2. Invite a Russian exchange student or immigrant to your classroom to talk.

3. To help students imagine what life is like in Siberia, encourage them to read:

- Buettner, Dan. Soviet *Trek*: A Journey by Bicycle Across Russia. Minneapolis: Lerner Publications Company, 1994.
- Matthiessen, Peter, with a foreword by Yevgeny Yevtushenko. Baikal: Sacred Sea of Siberia. San Francisco: Sierra Club Books, 1992.

4. Continue your focus on Siberia and Buryatia by reading "THE GOLDEN CUP: A Buryat Tale" in this curriculum, Handout #48.

5. For educators dedicated to nurturing multiple intelligences (Howard Gardner), design a class cooperative unit on Siberia, with individuals or small groups presenting research and projects to the whole class:

a. Encourage students with an interest in railroads to research the Trans-Siberian Railroad and build a model station, complete with signs and labels in Russian.

b. Encourage students with an interest in endangered species to research endangered species of Siberia. Use the game, "Wildlife Adventure" (Journey across five continents to discover and save the world's wildlife), Ravensburger, West Germany.

c. Students interested in the environment can investigate the effects of industrial pollution and acid rain on the world's oldest and deepest lake, Lake Baikal. It contains one-fifth of the fresh water on earth and over 2000 plants and animals; 1000 are unique to Baikal.

d. Students interested in religions and psychology might study shamanism in Siberia. Others might do further research on folktales, dance and music of Siberia.

e. Encourage high school students to read Solzhenitsyn's novels or historical volumes about Siberia and political exile during Stalin's reign of terror.

f. Students interested in business might research joint ventures between Siberian and Western firms to develop oil and natural gas fields, lumbering in the taiga, and mines from the Urals to the Far East in Siberia.

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g. Students interested in decorative arts and illustrated folk tales should read: Nagishkin, Dmitri, Folktales of the Amur: Stories from the Russian Far East. NY: Harry N. Abrams, Inc., 1980.

6. In the novel and subsequent movie Doctor Zhivago, by Boris Pasternak, Yuri Zhivago and Lara travel to the remote region of Buryatia, Elena's region of Siberia.

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INTERVIEW WITH A RUSSIAN TEENAGER: ELENA ABAGAEVA (MAY, 1995)

(Unabridged transcript of interview, with interview questions deleted)

My full name is Elena Viktorevna Abagaeva. I live in Ulan-Ude, in the Buryatia "oblast" of region of Siberia, Russia. My city has half million people and is 13 time zones away from New York City. It is located about fifty miles south of Lake Baikal, directly east across Lake Baikal from the city if Irkutsk. This semester I am one of eighty students on an exchange program between Russia and the USA organized by Project Harmony in Waitsfield, Vermont. I live with an American family and attend Burr and Burton Seminary, which serves as the high school for Manchester, Vermont. I speak English, of course.

I turned sixteen years old on May 16 this year! There are four people in my family. My sister, Iulia, is ten years old and is in the fifth form (grade) at school. My mom, Kapitolina Anatolievna, is 41 and the principal of a regular secondary school, grades 1-11, with 1000 students. Mom taught for fourteen years and has been principal for five years. My father, Viktor Kapitonovich, is 45 years old. He is a railroad engineer.

We live in a five-story apartment building in the center of Ulan-Ude. Our apartment is a standard Russian "two-room" apartment (this refers to the number of bedrooms and living room). It has a master bedroom, living room, bathroom (divided into two small separate rooms, one for the toilet, the other for the bathtub and sink), and a large kitchen/dining room. I share a pull-out couch in the living room with my sister.

After grade eight, I graduated from the Russian school where my mother teaches. Then I transferred to a special English school, "Linguistic Gymnasium Number 3." I'm lucky, for it's one of the leading schools in our city, with only 300 students. We study English more intensively here, two hours each day. Every week we have at least two hours of each of these English subjects: grammar, literature, conversation, composition, and translation.

We go to school six days, including Saturday, from 8:30 a.m. to 2:30 p.m. We have a lunch break, or "stolovaya," for about fifteen minutes. We can buy a small lunch or snack. We have about 17 subjects each year. This is a regular curriculum, with intensive English study. Our one-hour classes last fifty minutes with a ten-minute break between classes. Each year the curriculum varies. For example, in ninth grade, I had four hours of Russian language weekly. Russian grammar is very difficult compared to English. (It's like Latin, with noun declensions and verb conjugations). In tenth grade, I had only one hour of Russian.

I speak Russian at home with my family. My father, a Buryat, speaks the Buryat language fluently. My mother, also a Buryat, understands the Buryat spoken language and reads it, but can't speak it. On the other hand, I understand and speak Buryat because I studied it at school two hours per week in tenth grade. So I can speak a bit with my father.

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In literature class we studied Russian literature: Tolstoi, Dostoevsky, Chekhov, and some contemporary authors, too. Of course, we read the poems of Anna Akhmatova and Marina Tsvetaeva. My favorite poet is Anna Akhmatova. I love Dostoevsky and the stories of Chekhov. They're easy to read in Russian.

In tenth grade, one assignment is to memorize poetry. What we memorize depends upon the teacher. She may give us four poems to choose from. This study is important in the lower grades, too. My sister often memorizes poetry in fifth grade. We have a custom that everyone should know at least one poem by heart from every one of our major poets.

Our history curriculum has changed and so have textbooks. Last year our geography and history textbooks changed the most. But the ways teachers teach remain the same. We have lectures for two hours, then review, drill and have a quiz. Finally, we discuss the topic.

Geography is taught this way. In grades eight and nine, we studied world geography. Come to think of it, we included the breakaway Soviet republics in this unit: the Baltics, Caucauses, Moldavia, Kazakhstan and Central Asia. We used textbooks, maps and articles from newspapers. This year we studied the geography of the USSR, I mean, Russia.

For teenagers, frankly speaking, we're not so anxious about the republics breaking away from the former USSR. But adults are. Maybe we teens don't understand it so deeply. I judge from my friends and me. I am surprised when Americans talk about parts of Russia wanting to break away from Moscow. In Buryatia, there's no sentiment to leave Russia.

Our science classes are intensive. In grade ten, we had accelerated physics, four hours each week (one hour more than in regular schools). We study a lot of theory, and study biology, botany, zoology, anatomy, physiology, physics and chemistry. We seldom have labs, maybe one hour every two weeks. Here Americans spend a lot of time in labs.

We don't have environmental science at my school, but some schools offer it. Protecting the natural environment is a popular topic with teenagers. In Ulan-Ude, we have a "School for the Protection of Nature and Lake Baikal." It is an extra-curricular high school program attached to a science institute. Last year I was a member. We had conferences about the condition of Lake Baikal, its protection, and the atmosphere (air pollution). We did many jobs: observing, reading information, talking with people from our government, and sharing ideas. I would say that ecology is one of my concerns about the future. I wonder how oil exploration will affect the ecology of the Siberian steppe and taiga regions.

We are lucky to have computer science class, for our school bought computers recently. Not many schools offer this because not all schools have computers. My girlfriend has to go to a college for computer science class. Her secondary school pays her tuition and fees. In mathematics, we begin to study algebra in sixth grade and geometry in seventh grade. In tenth grade, we have four hours of algebra and two hours of geometry each week.

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The curriculum for our art and music classes depends upon the teachers now. We have sketching, drawing, and technical drawing. In music, we have singing, listening to the works of the great composers: Bach, Beethoven, Tchaikovsky, Shostokovich. We listen to and discuss modern music, pop, rock. We sing modern songs, Russian songs that are fifty or sixty years old, and songs from the movies. We sing in Russian, not Buryat.

Another class is workshop. Boys work with wood and technology. Girls take cooking. I loved this class because we were cooking stuff like cakes and cookies, making salads, and then eating. We could invite the boys, but we usually didn't because the kitchen was so messy after cooking. We also had sewing, but the boys didn't sew.

Our sports are organized differently than in the USA. We have intramural school teams in basketball, volleyball, soccer. There are after-school games between sports teams from different city districts. School teams are such a big deal in the USA. Imagine, we have no cheerleaders! I think your cheerleaders are really fun. I think it's great to support the team.

In physical education, we have indoor classes in the gym and in winter we also have skiing and ice-skating. We go during the school day. During my first grades 1-8, my school was near the river and we'd go skiing on the frozen river. Now I go to a center-city school. So we don't go skiing, but we go ice-skating on the neighborhood rink once a week in winter. We have a three-hour time block for this, so we have time to walk to the rink, rent skates there, skate for about two hours, and return to school.

My favorite activity is dancing. I started dance lessons when I was 12 at the House of Culture, and I loved it! We learned traditional dances of the peoples of the FSU. I attended classes three afternoons a week after school for three hours each day. The lessons were free, but my parents bought my shoes. I studies there two years just for fun. Next I studied three years in the after-school choreographic section of a music school. I studied formal ballroom dancing, including the cha-cha, tango, rumba, and samba, sand began to perform. I entered dance competitions for teenagers. Two years ago we had a rap competition! In one competition last year, dancers from eight schools competed. Girls from our school won eight awards. In all-city finals between three schools we won again and became the champions of Ulan-Ude, important because the judges were the most qualified in Russia.

It was another competition to become an exchange student through Project Harmony. I loved my semester here at Burr and Burton Seminary. The most striking difference here is the attitude of teachers. Teachers are real friends to students. You can talk, you can laugh, share ideas in class, talk and joke with teaches in the hallways and after school. Teachers are very dedicated, but uninhibited here. In Russia, our teachers are much stricter.

Professionally, I would like to work with foreign languages. I want to continue Spanish, which I began to study in Manchester. Some words are the same in Spanish and Russian ("biblioteka" for library). I'd like to work for a firm that does international business.

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First, though, I want to go to college. Of course, I would love to go to college in the USA. (I've already visited Colgate and Bennington Colleges). I'll take SAT's in June just in case. But I'll probably go to college in Russia. I want to go to Moscow State University or the Institute for International Relations. But my parents have their own feelings. They want me to be well-educated, but since Moscow has gotten much more dangerous, they don't want me to get caught in a bad situation. Conditions in the Moscow dormitories are poor. Probably I'll go to college in Irkutsk, a neighboring city in Siberia. I'll take national college entrance exams in July or August of my eleventh (and final) grade.

College was free in the FSU, but now, at least in Russia, it's free only for students with the best grades, 5's and 4's (A's and B's). If you need one or two more points for a good average, you can pay to attend college. This year the law faculty tuition was 10 million rubles. The worst students must pay the most to attend college. Why would they do this? I don't know about girls, but it's a different situation for boys. Every boy at age 18 enters the army. But a college student gets a deferment. If he completes college, he doesn't have to serve. So parents whose boys have an average of 1 (E) pay millions of rubles for college tuition. It is very hard for mothers to send sons to the army now because conditions in the army are so bad. Besides that, now there is the war between Russia and Chechnaya.

My mother has a friend whose son is in the army. He's 18 years old. One day this winter, mother's friend came into the teachers' room at school crying. She learned that he son was "going to Moscow to study," but didn't believe it. She was sure he'd been sent to Chechnaya. Sure enough, it turned out that our government sent a group of young men to Checknaya. The regiment was from her son's base. On the day I left for the USA, all the mothers of these boys organized a protest. They told members of city government that they opposed the Russian actions in Chechnaya and didn't want their sons fighting there.

When I arrive home in late June, I'll spend time with my grandparents at their "dacha" (summer cottage). They live in a village outside of Irkutsk. We'll work in the garden, pick berries and mushrooms, and swim. Then I'll go to Lake Baikal with my parents. We usually stay at a hotel on the beach, swim, and go boating and fishing.

Soon I'll be back home with my friends. We love to go to the cinema (movies), discos, and theater. We have parties to celebrate our birthdays and name-days. I missed two big holidays during my time here in the USA: February 23 is the day of the Russian Army ("Men's Day") and March 9 is "Women's Day." I hope to hear from my new American friends on New Year's, my favorite holiday. It's like your Christmas, Halloween and New Year's all on one day. I hope you'll have a chance to visit my family and me in Ulan-Ude.

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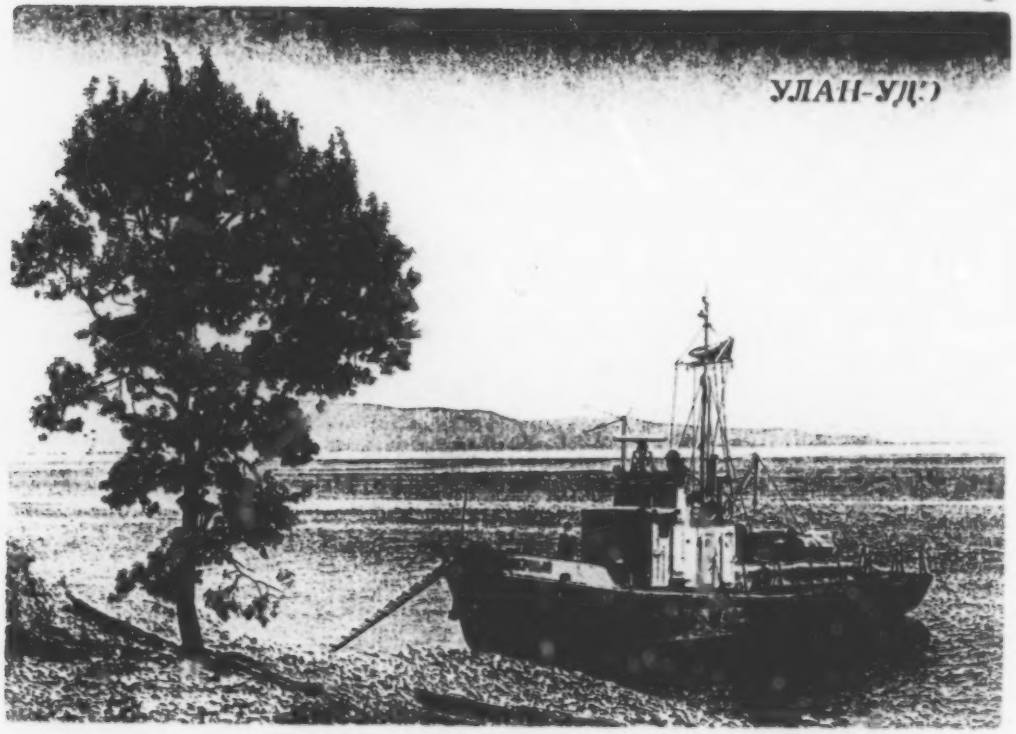

УЛАН-УДЭ

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Introduction

The examples of children's art in the slides depict aspects of life in Russia. The young artists communicate about their lives and express their imaginations through art. Commentary has been written and reviewed by Russian experts, native Russian speakers and art educators.

Before the sweeping cultural and political-economic changes in Russia in 1991, art education curriculum for forms (grades) 1-11 was standardized throughout the Former Soviet Union. Now, while traditional elements have been preserved, each school in Russian has more freedom to design its own activities. The art curriculum is now more dependent on the teacher, curricular demands, and budget of each school. However, in general, the art curriculum throughout Russian schools today is rooted in the past. It remains discipline-based, drawing on academic as well as folk art traditions.

In the first forms (grades), the art curriculum is skill-based, with an emphasis on technical proficiency in various media. Art educators encourage children to observe, concentrate, and follow directions. Famous paintings from Russia and around the world are used for inspiration. Folk art themes are the basis for lessons, also.

Children have one 50-minute art class per week at school. In the upper forms, students also take classes in technical drawing, with an emphasis on drafting and industrial application.

After-school art clubs extend the curriculum. Children participate who are dedicated to developing their own interests and talent. Many art teachers at these after-school clubs are accomplished artists. Children usually attend three-hour lessons three times per week. Children often work on a piece for an entire week or even a month.

Prior to the breakup of the Former Soviet Union, art clubs that were sponsored by the Pioneers and trade unions provided free tuition and materials. These after-school clubs and programs have been affected seriously by the recent political and economic changes. Since the fall of the Communist Party of the Soviet Union, the Pioneer organizations no longer exist. Neither do the Pioneer Youth Centers that it sponsored. Pioneer clubs and culture centers changed their names and affiliations; many are now sponsored by factories. Trade unions also have reduced their amount of support for these programs. Consequently, there are fewer clubs and youth centers today, with fewer students attending. There is more competition for admission to more selective programs. Although tuition is usually free, parents must pay for materials. There are also independent art instructors, who provide individual and group lessons and charge fees for tuition and materials.

There has been a resurgence of pride in local crafts and traditions in all regions of Russia. Freed from the constraints of a nationally mandated arts curriculum, art educators may include emphasis on

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local or regional art forms in their programs. In addition, with less censorship in the arts, students may learn religious icon painting and portray religious architecture and themes in their work.

Objectives

Students will be able to:

- Discover themes that some children in Russia depict in their art;
- Develop a visual vocabulary through a study of Russian children's paintings;
- Learn about Russian art education and aspects of children's life in Russia through art.

Grade Level

K-8

Time

One-hour minimum for viewing slides; ideally, allow 2 one-hour sessions per slide (one slide per week throughout the year)

Materials

Slides of Russian children's art
Slide projector
Color photocopies made from slides by teacher for small groups (optional)
Children's Art and Lifestyles in Russia: Slide Discussion and Activity Guide (provides cultural background information on each slide)
Handout #23, "Guide for Interpreting Russian Children's Art"
Handout #24, "Art Vocabulary for Students"
Appropriate art materials suggested for each slide activity (for studying individual slides)
Image 1: "In the Garden"
Image 2: "Girl's Portrait"

Procedure

1. Show the slide once on an overhead or hand out color photocopies to small groups.

2. Follow Handout #23, "Guide for Interpreting of Russian Children's Art." After a class discussion, give students information about the painting.

3. Then look again at the painting.

4. Ask students: "If you could rename this painting, in light of your new knowledge and your personal interpretation, what title would you give it?"

Lesson Options

A. Show the slides as a group exhibit. Discuss aspects of Russian life that they depict (social studies focus). Encourage students to research and write about one aspect; and/or:

B. Show the slides individually, one per week. Discuss (using Handout #23, "Guide for Interpreting Russian Children's Art"), then follow suggested art activity or an art or writing activity you've designed (integrated art and social studies focus).

C. Group several slides together by theme (i.e. portraits, winter scenes, school, celebrations, city and country). Show the slides, discuss (using

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handout #23, "Guide for Interpreting Russian Children's Art"), then follow with an art or writing activity of your choice.

D. If you are able to produce color photocopies from the slides, you will have more flexibility. You can hand out color photocopies of the same or different paintings to small groups:

- Group one can analyze a painting for color.
- Group two can analyze the painting for brush strokes and techniques.
- Group three can analyze the painting for composition and themes.

Note than some slides lend themselves more to color interpretation, some to brush stroke analysis, and others to non-paint techniques.

Children's Art and Lifestyles in Russia: Master Slide List:

- Image 1: "In the Garden," Alyosaha Bobkov, age 8
- Image 2: "Girl's Portrait," Ira Bobkov, age 12
- Slide 1: "Four Studies of Evergreen Sprigs," Anonymous, age 7
- Slide 2: "Four Paper Pattern Cut-Outs," Anonymous, age 7
- Slide 3: "February Army Day," Kyril Tokmachev, age 8
- Slide 4: "April 11, Cosmonaut Day," Anton Vasiliev, age 10
- Slide 5: "January School Vacation," Sasha Petushkova, age 9
- Slide 6: "Holiday of Russian Winter," Ira Bobkova, age 9
- Slide 7: "New Year's Celebration," Ira Bobkova, age 8
- Slide 8: "Fanciful Dancing at Russian Winter Holiday," Ira Bobkova, age 9
- Slide 9: "Oleg Popov, The Clown," Mariya and Andrei Sharpilo, ages 8 and 7, and Stanislav Aliokhin, age 8
- Slide 10 "Constitution Day at School," Karina Manukian, age 9
- Slide 11: "We Are Picking Apples," Ira Emil, age 10
- Slide 12: "Feeding the Chickens," anonymous, age 6
- Slide 13: "Holiday Celebration," Katya Lamina, age 8
- Slide 14: "City Scene in Siberia," anonymous, age 14
- Slide 15: "Cooking Class at School," anonymous, age 9
- Slide 16: "Nine-year-olds in Math Class, Leningrad" (St. Petersburg)

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IMAGE #1: "IN THE GARDEN," ALYOSHA BOBKOV, AGE 8

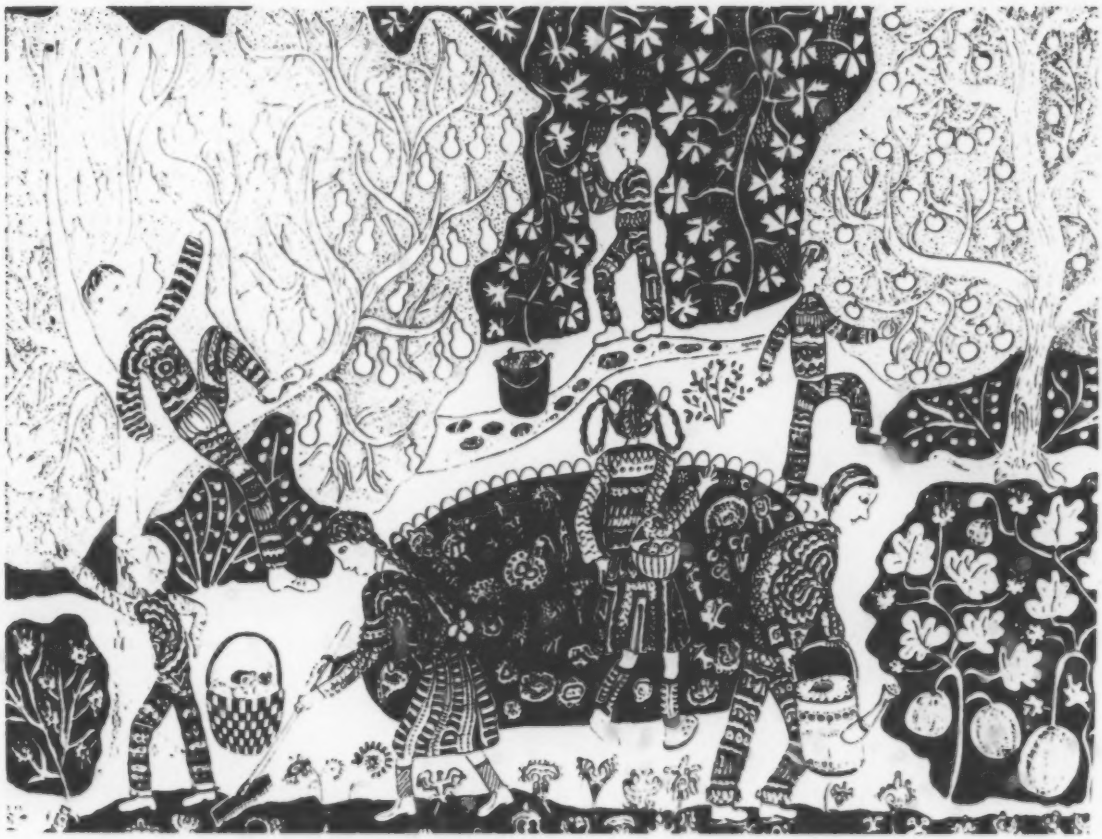

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IMAGE #2: "GIRL'S PORTRAIT," IRA BOBKOVA, AGE 12

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This guide has three components:

- art background for each slide, which is to be used with Handouts #23, "Guide for Interpreting Russian Children's Art" and #24, "Art Vocabulary for Students";
- cultural background information for each slide; and
- suggested follow-up art and/or writing activities.

Image 1: "In the Garden," Alyosha Bobkov, age 8

1. This young artist confessed to the author that he loved working with pencil and pen and ink because he didn't have to worry about the colors and could focus on design and composition. Alyosha worked on this piece for many hours. While he very lightly sketched his composition in pencil, he admitted having had to incorporate a few unintentional small blobs of ink into his final picture. Can you find them?

Alyosha spent over nine hours each week at an after-school art club. His sister, Ira, also attended. Their mother, an engineer, arranged her work schedule in order to spend time with them at art school. She sat close by her children, praising and coaching them. She also prepared tea and snacks for the teacher and students and helped whenever needed.

2. The history of Russian art offers many examples of works featuring gardens and peasants working the land. See Alexei Venetsianov (Spring Ploughing, 1820s), Vasily Polenov (Grandmother's Garden, 1878), and Kazimir Malevich (Haymaking, 1911).

Russia's ability to feed itself has been a topic explored by many authors. For centuries, factors contributing to poor agricultural output in Russia have been: severe climate; poor soil; inadequate rainfall or poor drainage and irrigation; labor management issues (from serfs prior to their emancipation in 1860 to state and collective farm workers under communism); inadequate infrastructure; and misappropriation of funds. Russia's system and maintenance of highways and secondary unpaved roads is poor. There have been shortage of quality farm equipment and spare parts. In addition, poor quality breeding stock and seed have hindered productivity.

Poor storage and refrigeration have meant that a high percentage of what is produced on the farm rots before it gets to market.

Reforms, joint ventures with foreign agribusiness firms and individual initiatives are reinvigorating Russian agriculture. In large

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cities, there is a growing diversity of food shops and supermarkets. Local agricultural products are also supplemented by imports.

Private gardens have always played an important role in the food supply in Russia. Some are small plots in city outskirts for family use; others are at the family "dacha" or country cottage in the village. On a larger scale, in the quickly changing and developing Russian economy, large private garden and farms are providing quality farm products at whatever prices the market will bear.

Families in Russia still relish moments together tending a small garden plot. Favorite family outings, often involving three generations, center on picking berries (blueberry, huckleberry, cranberry, raspberry, strawberry, and many others unique to Russia). They make preserves, jams or juices. Families also hike into the forest to gather wild edible mushrooms. Mushrooms are pickled or dried for winter use.

When this author has asked children and teenagers in Russia to name their favorite summer activities, nine times out of ten the automatic, enthusiastic response has been, "Picking berries and mushrooms with Grandmother!"

3. Show pen and ink pieces by famous artists and students in your school. Encourage students first to experiment with pen and ink, drawing lines, shapes, and patterns. When they begin to work on their composition, remind them that Alyosha first sketched his very lightly with a pencil and then worked carefully with pen and ink for several hours.

Image 2: "Girl's Portrait," Ira Bobkova, age 12

1. Ira Bobkova is Alyosha Bobkov's older sister. She is three years older. They not only attend an after-school art program together, but spend most of their free time drawing, painting, and going to the museums of St. Petersburg, especially the Hermitage, The Russian Museum and the Ethnographic Museum.

Ira spent almost as much time carefully observing her subject as she did drawing. She captured the kindergarten girl's sensitivity and innocence.

2. The girl's long hair is neatly held in pigtails and is adorned with large chiffon bows. The large bows are still traditional and even girls with short hair wear them. The subject is dressed in a standard school uniform; the decorative lace collar is hand-made or purchased separately and is snapped or buttoned onto the uniform. Uniforms are no longer compulsory at public schools. Ironically, many new private schools are requiring them, for they are less distracting than outfits students wear when given an open dress code.

Kindergarten is not - and never was - compulsory in Russia. (In urban areas, the figure is 75 percent). Nursery schools care for children

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from three months to three years old. Kindergartens have classes for four- and five- year olds. Nurseries and kindergartens often are located in the same preschool facility. There are public preschools funded by the State; modest fees are charged according to income, with tuition not more than twenty percent of actual cost. Centers funded by trade unions or factories, located new the mother's or father's workplace, are diminishing in number. They also charge fees similar to the government-funded centers. To cope with unusual schedules, some single parents and couples enroll their preschoolers in boarding nurseries, where children live from Monday morning to Friday evening.

Vaccinations for tuberculosis and diphtheria are free and compulsory for enrollment.

Many parents prefer to care for their young children at home. However, since over 90 percent of women ages 20-40 work, home-bases child care is provided by the grandmother (in Russian, "babushka"), or a hired baby-sitter (often a widow, called nanny or "nyanya").

The kindergarten program emphasizes singing, dance, memorizing short verse, following directions, listening to stories, outdoor play and cooperative play. Young children begin to paint with watercolors, and use rather fine brushes, learning to control the medium. One teacher remarked that parents don't pay to have their children swish finger-paints, for they can do that at home, without instruction.

3. A. Discuss the students' own preschool experiences. Did your mother work? Did you go to day care or did a grandmother take care of you?

4. Have children draw a portrait of another student, using pencil. Children also might like to try drawing a self-portrait, using a mirror.

Have children write "crystal name self-portrait poems" to accompany the portraits. Ask children to imagine a color for each letter of their name and an image or picture to go with each color. Encourage them to choose colors, feelings, and places that will help a new student get to know them. (These are not alphabet poems, in which "O" is for orange, etc.). Read this sample poem or another you have composed. Show them how it looks on a page.

<u>CRYSTAL NAME: Self Portrait</u>
V -- is the silver wedge, the shearing edges of a splayed-out scissors.
E -- is the red petals of the oriental poppy blowing away.
R -- is the icy gray Atlantic Ocean rolling up to my toes.
A -- is the tan corn stubble and the wild turkeys pecking at it.
N -- is the zigzag cinder blocks of a school hall.
D -- is the green steeple tops of pine trees on the horizon.
A -- is the clear wind that makes the pants pinned to the clothesline dance.
H -- is apple blossoms, pink and white at petal fall that look like moth wings on the lawn.
Who is Verandah? Is she a scissors shaping wind?

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Slide 1: "Four Studies of Evergreen Sprigs," Anonymous, age 7, St. Petersburg

1. These studies were done by four seven-year-olds in their weekly fifty-minute art class in school. They first carefully studied the sprig on their desks. Next, they drew with pencil. Then they painted it with watercolor, mixing colors.

This standard lesson for the primary grades emphasizes painting from nature and technical proficiency. In other lessons, children observe, draw and paint leaves, flowers, trees, and insects from nature. After mastering these elements, they work on larger compositions.

This author personally observed this lesson. The procedure was precise. The classroom teacher instructed children to prepare their individual desks for art class. As they set up their paint boxes, pencils and brushes, the teacher and a student helper poured water for each child. Meanwhile, the teacher told the class that she brought an evergreen sprig for each student. Before handing them out, she reminded children to look carefully, for each twig has a unique shape, and each needle, while resembling the others, has its own distinct color and shape. After handing out sprigs, she gave the children a few minutes to study their twigs. Then, she called on individual children to describe the twig's shape and subtle variations in their needles' color and size. Finally, children began to draw very lightly on their paper. They mixed their own colors and carefully painted, emphasizing each needle.

The teacher walked up and down the aisles, giving advice and compliments to individuals. As throughout Russian schools, given the chronic paper shortage, children were given just one piece of paper for the project. Only one child in thirty who spilled water required a second sheet; he was admonished to be more attentive and position his water properly.

2. Evergreen or coniferous trees predominate in the taiga of Russia. Common deciduous trees are birch, poplar, and oak. Several Russian landscape painters are famous for their beautiful forest scenes and trees. Find works by Arkhip Kuindzhi (The Birch Grove, 1897); Ivan Shishkin (Morning in the Pine Forest, 1889; Field of Rye, 1878); and Alexei Savrasov (The Rooks Have Arrived, 1871), in: Sarabianov, Dmitri. Russian Art: From Neoclassicism to the Avant-Garde, 1800-1917. New York: Harry N. Abrams, Inc., Publishers, 1990.

Many Russian writers and film makers created works that feature trees and man's interdependence with nature. Read Anton Chekhov's play, The Cherry Orchard. In a scene from one film from the early 1970s, "Kalina Krasnaya," an ex-convict-turned-truck driver is spurned by his former girlfriend. He walks through a field to a birch tree, wraps his arms around it, talks to it, confides in it, and cries under its protection. See the film, "Dersu Uzala," a Russian film co-produced with A. Kurosawa (1975). A local Asian hunter-woodsman leads an expedition of the last Tsar's soldiers through the forests of the taiga.

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Folk songs have been written about trees: "The Slender Mountain Ash," "Song of the Volga Boatman" (who fell a stout birch tree and heave-ho), and "Wait for Your Soldier" (with the line, "With our cherished old pine tree above you, As we part, you must know how I love you."). Also, see Handout #53, "In the Meadow Stood a Little Birch Tree".

3. Try this lesson with your class. Show slide #1 to the class. Then follow the Russian teacher's procedure. Finally, show slides #5, #6, #7 and #8. Discuss how the artists painted individual trees within the larger compositions.

Slide 2: "Four Paper Pattern Cut-Outs," Anonymous, age 7

1. These cut-outs were done by four seven-year-olds in their weekly fifty-minute art class in school. After looking at samples of decorative designs and traditional folk motifs, children watched the teacher fold and cut paper to make a design. Children chose two colors to work with. They created their own repeated pattern using the accordion fold and "paper doll" cutting technique. Then they glued them onto white paper.

This standard lesson for the primary grades emphasizes patterns and technical proficiency. In other lessons, children incorporate patterns and motifs from folk art in their painting, especially in fanciful depictions of flowers, birds, trees, houses, and details on clothing. In after-school programs, some children also learn decorative crafts, such as embroidery, lacquer bowl painting, doll-making, and traditionally painted ceramics.

2. Folk art motifs adorn many products manufactured for the home, but also directed at the tourist industry as souvenirs. Regions within Russia are known for special crafts. Karelia has fine birch bark baskets. St. Petersburg has famous ceramics. Villages that ring Moscow are known for floral printed wool shawls, lacquer boxes, matrioshka dolls, and wooden toys. Some Siberian and the Far East crafts incorporate reindeer hide, bone and embroidered or appliquéd leather, with motifs from Mongolia, Central Asia and Inuit peoples. Other Russian crafts reflect influence from Ukrainian, Baltic, Scandinavian and Caucasus countries. Find local tourists who have traveled to Russia or exchange students from Russia who might have samples of various crafts to share with your class.

3. Bring to class party and holiday garlands as examples of the fold-and-cut technique. After trying this art lesson, show slides #5, #8, and #15. Find decorative patterns used. In a subsequent lesson, make party garlands based on images from Russian culture.

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Slide 3: "February Army Day," Kyril Tokmachev, age 8

1. Kyril painted this portrait at an after-school art club in St. Petersburg. It is a portrait of a naval cadet. The Russian letters on his hat, "ABPOPA," mean Aurora, a famous ship in Russian history, docked now in a place of honor on the Neva River.

Kyril has seen many cadets, sailors and naval officers, for the "Admiraltyestvo" or Admiralty, headquarters for the Russian Navy, is located in St. Petersburg on the Neva River, across Nevsky Prospekt from the Hermitage Art Museum, and just blocks away from his art club.

2. On February 23, Russians honor all veterans and armed services personnel. There are fireworks at night. People call friends with salutations. Girls honor the boys in their class, male teachers, and their fathers with postcard greetings or small gifts on this day.

On March 8, Women's Day, boys honor girls in their class, female teachers, and their mothers in the same way. As this day honors all women, not just mothers, university male students might organize a party for the female classmates. Husbands give their wives presents, and women's special achievements are often recognized at work.

3. Have children paint portraits of their father, mother, or another special grown-up at work, using tempera or gouache.

Slide 4: "April 11, Cosmonaut Day," Anton Vasiliev, age 10

1. Anton used very thick paint on his brush to do this painting. Notice how the colors of yellow and orange move your eye around the composition. Close one eye and squint with the other. Notice how Anton used darker colors for the background to make the lighter objects stand out.

2. The red letters, "CCCP," are the Russian initials of the former Union of Soviet Socialist Republics" (which was "USSR" in English). The word beneath it means "Soyuz-5," (Union-5) and is the name of the spaceship.

On April 11, all former Soviet and Russian cosmonauts are honored. Cosmonaut is the Russian word for astronaut. Following are especially famous ones (a complete list can be found in The World Almanac, under aerospace programs).

*Yuri Gagarin was the first person to orbit the earth on April 12, 1961. His orbit lasted 108 minutes. (Shortly after, President Kennedy announced the Apollo Project whose goal was to take Americans to the moon).

*Valentina Tereshkova was the first woman in space, whose journey around the earth in 48 orbits lasted almost 71 hours, June 16-19, 1963.

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Aleksei Leonov made the first space walk, for ten minutes, on March 28,1965.

Vladimir Dezhurov, commander of the Russian space station Mir, with which the American shuttle Atlantis docked on June 29, 1995.

3. Have the class write and illustrate (a) a book of highlights in Russian and American space exploration, or (b) a fiction picture book of a space docking and adventure.

Slide 5: "January School Vacation," Sasha Petushkova, age 9

1. Sasha can be a nickname for a girl (Alexandra) or a boy (Alexander). This Sasha is a girl, distinguished by the feminine ending of her last name (Petushkova). She painted this picture at an after-school art club.

Notice how the dark line of the tree divides the painting from top to bottom. Sasha connected the right side of the painting to the left by repeating the tree shape and the colors in the snow. Notice how little white is used in the snow. Sasha changed every color by layering another color over it, even on the dog. The tree has many layers of color.

This painting appeared as the cover of Stone Soup Magazine, Jan./Feb. 1993, on loan from the collection of the Children's Art Exchange in Middlebury, Vermont.

2. Students in Russia have a school vacation from January first through the tenth. Urban and rural children often spend this time participating in winter sports and playing with friends. Sledding, skating, skiing and ice hockey are popular ways to spend vacation days. City children also enjoy going to museums and feeding animals and birds in parks. In Sasha's painting, you see a red squirrel, with tufted ears.

Many children in Russia also attend performances at puppet and musical theaters for children and go to the movies. They also watch television, read, and often complain when their mother or father asks them to clean their room!

Winter is severe in northern Russia, and the nights last over 20 hours long in locations near the Arctic Circle. Winter vacation gives children a chance to "sleep in" until the sun rises , which can be about 9:30 a.m. in St. Petersburg and even later in Murmansk.

3. Use crayons to make a drawing, layering color upon color. Make a book about winter vacation activities at your school. If you are in Hawaii or Arizona, it might have images very different from Sasha's.

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Slide 6: "Holiday of Russian Winter," Ira Bobkova, age 9

1. Ira's teacher, Larissa Khamritileva, stresses the importance of composition to her students. Larissa nurtures an awareness of the whole canvas and the control composition has on the motion of the viewer's eye as it takes in the painting. Larissa is not only a fine artist, but also a champion ballroom dancer. She has joked with this author that it is hard for her to separate dance from painting and choreography from composition.

Ira created a "center of interest" in her composition, the tall figure in the brown hat pushing a "sanki", a chair on sled runners, whose passenger is turning around to look at her. All the other elements and figures in the composition create a circle around these two central figures, in a kind of winter dance. The birds, horse, dog, and children are all in motion.

In first grade, a standard art lesson is learning to paint a snow man using pale pastel colors. Ira painted the snow in this scene in a similar way. Notice her lavender shadows.

2. The "Holiday of Russian Winter" originated in a week-long celebration similar to Mardi Gras, traditionally held the week before Lent, with sleigh riding, feasting, and dancing. It was based on a pagan holiday, a salute to the sun which would bring summer grain.

Today, Russian winter holidays often feature "troika" sleigh rides. The sleigh is pulled by three horses gaily decorated with harness, colorful ribbons and sleigh bells. Children dress in costumes and perform traditional folk dances. There are feasts and tea parties, snow and ice sculpture competitions, and winter games. Special winter festivals are sometimes featured at large resorts to entertain foreign tourists.

Winter sports portrayed in this painting are important to both city and rural children. On weekends and holidays, city parks and the countryside are filled with cross-country skiers. One often can see three generations of a family skiing together. Children's ski club outings sometimes include study of animal tracks and winter habitats. Often the youngest children are pulled along on sleds, or pushed from behind on "sanki."

On weekends, the trains ("elektrichki") leading out of major cities are crowded with cross-country skiers. Skiers blaze trails through snowy forests or open stretches, interconnecting small villages. They make day trips, or stay overnight at their "dacha" (cottage).

Downhill skiing in Russia has not been commercialized to the degree it has been in Western Europe and North America. The few developed areas are used primarily by national teams, outstanding amateurs, and foreign tourists. The best ski resorts are located in countries that were republics of the Former Soviet Union, in the Caucasus, Tien-Shan, and Pamir mountain ranges.

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Many children in Russia dream of becoming figure-skating champions or hockey stars. Clusters of apartment buildings in cities often share a common ice hockey rink. Children can receive free or low-cost instruction at after-school sports clubs for skating and other sports. Parents provide clothing. Equipment can be rented or purchased, new or used.

Team and individual sports, such as artistic gymnastics, are enhanced by a nation-wide system of special sports schools. Similar to the special English language schools, they accept talented children (from age eight) who display excellent physical coordination, endurance, and grace. Admission is competitive. Specialization in a sport, such a swimming or gymnastics, begins as early as age nine. Graduates of these sports schools continue their athletic training in universities or the armed services, or with private coaches, or they join city and national teams.

Sports training from elementary school on is subsidized by the Russian government. As the economy changes, corporations and individual contributors play an increasing role.

Popular sports in Russia today are soccer, ice hockey, skiing, track and field, speed skating, figure skating, swimming, and gymnastics. Sports growing in popularity are basketball, volleyball, cycling, body-building, windsurfing, equestrian sports, sailing, and martial arts. In the north, reindeer trotting and reindeer and dog sled racing are popular. National health groups and television exercise shows promote aerobics and jogging.

Chess is not only considered to be a sport, but is a national passion. Children begin to play chess in the primary grades, join clubs, and enter competitions.

3. Have children look carefully at shadows outdoors, in photographs and in paintings. Then focus on painting shadows on winter snow or on summer sand. After this initial study, add figures of athletes engaged in a favorite sport.

Slide 7: <u>"New Year's Celebration," Ira Bobkova, age 8</u>

1. Ira's teacher at the after-school art club insists that students do detailed drawings to plan a painting. By looking closely, you might find some of Ira's pencil lines under the paint.

Ira's brush strokes are controlled. Although there are areas of long, wide strokes, most of the color is put down as small dots or short lines, especially on the rug and on the tree. Notice how many colors she mixes for gold and green.

2. It is traditional to have a "yolka," the New Year's evergreen tree, decorated with ornaments, lights, small toys and candies. Families often host a morning party for children. New Year's parties are also

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held at schools or clubs before school vacation. Adults might exchange small gifts and send holiday postcards.

Children frequently dress up for the occasion in costumes or masks. After gathering together, they hold hands and walk or dance around the decorated tree singing songs (depicted by Ira in this painting). Children might recite poems or perform a play or puppet show. Sometimes an invited magician or clown does tricks.

At some point in the festivities, Grandfather Frost ("D'yed Moroz") and the Snow Maiden ("Snegurochka") arrive with a sack full of small presents and candies for the children.

While under the influence of Communism's formal atheism, the New Year's holiday had incorporated customs drawn from Christmas celebration. With the political changes comes new religious freedom. Growing numbers of Christians, young and old, of various sects, in Russia are celebrating Christmas in newly opened churches.

Jewish synagogues have opened, despite lingering instances of anti-Semitism. While Muslims in the Former Soviet Union resided primarily in Central Asia and the Caucasus, Muslim mosques have opened in major Russian cities. There are also Buddhist temples in the Lake Baikal, Buryatia region. Citizens are free to celebrate their own religious holidays.

3. Look at paintings by Monet, the French Impressionist. Do a watercolor or tempera painting using fine brush strokes. Try mixing variations of each color. Or use a technique called pointillism (see paintings by Seurat). Put dots of yellow next to dots of blue. The eyes mix the blue and yellow dots into a green. Encourage students to paint a vivid scene of their favorite holiday.

Slide 8: <u>"Fanciful Dancers at a Russian Winter Holiday," Ira Bobkova, age 9</u>

1. Often Ira and the other students in Larissa's art class dance and perform small puppet shows before beginning to draw or paint. Larissa teaches them to observe the human body in motion, in order to capture these positions in their art. She makes them aware of their own limbs in motion; she even gives them hand mirrors in order to watch their facial expressions changing.

Ira captures the dance in this piece. The colors of orange, brown, and green move your eye around the painting. Even the trees seem to join in the fun with their dancing shapes. The costumed dancers - the goat, red fox, cat, and rooster - represent characters from Russian fables and fairy tales.

Ira painted many different positions of legs on the fanciful figures. Compare these, painted when she was nine, to the figures in slide #7 dancing around the New Year's tree, painted when she was eight. As Ira matures, she sees things more clearly and improves her drawing and painting skills with more practice.

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2. In Russia, where ballet enjoys almost 250 years of tradition, thousands of girls and boys dream of becoming professional ballet dancers. Free or inexpensive lessons are available at after-school clubs and culture centers. Some parents pay for private lessons. Private instruction gives them hope of an advantage in auditions for dance academies.

Competition is fierce for admission to the famous ballet schools in St. Petersburg, Moscow, and other major Russian cities. These schools typically offer a nine-year program (ballet plus the regular academic subjects), and accept children as young as nine. These special schools also offer boarding programs for talented children who live a great distance from the school. Children throughout Russia are recruited for the prestigious schools of the Kirov Ballet in St. Petersburg and the Bolshoi Ballet in Moscow.

There are opportunities for children to study traditional folk dances from Russia and other ethnic groups of the Former Soviet Union, and also modern dance, including jazz and ballroom dancing.

3.A. Encourage your class to dance to musical selections from great Russian ballets (e.g., "Sleeping Beauty,: "Swan Lake," and "The Nutcracker Suite" by Piotr Tchaikovsky; "The Firebird" and "Petrushka" by Igor Stravinsky). Ask them to freeze when you stop the music, and observe their classmates' positions. Repeat a few times. Then ask for two volunteers to dance and freeze. The rest of the class quickly sketches them. Select two new volunteers and repeat the procedure.

B. In a separate activity, watch performances of these ballets in video format.

C. Listen to a recording of Sergei Prokofiev's musical tale, "Peter and the Wolf." Read and compare several illustrated adaptations of Peter and the Wolf (see bibliography for listings). Discuss which illustrator best captures their feelings about the music. Have individuals, small groups, or your whole class write and illustrate their own version in book form, or stage a performance.

D. Try the folk dances, "Troika," (page 205) and "Korobushka" (page 206).

Slide 9: "Oleg Popov, the Clown," Mariya and Andrei Sharpilo, ages 8 and 7, and Stanislav Aliokhin, age 8

1. These young artists study in an after-school art club led by a husband and wife. Both had worked as professional artists, but left jobs in fashion design and graphic arts because they felt the bureaucracy of the Former Soviet Union was suffocating, even at the level of their jobs. They were committed to teaching young artists that only through genuine artistic collaboration and cooperation could they rise above their own egotism and produce the best work.

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This painting represents a collaboration. The trio agreed on their subject, how to divide up the work, and what color scheme to use. They critiqued the work as a whole and their individual efforts as they painted.

2. This is a famous clown in Russia, Oleg Popov. He is the most popular happy clown. Major cities in Russia have permanent circus pavilions, and performances run continuously throughout the year.

The former Soviet National Circus had over eighty troupes, with over 6,000 performers. Troupes from different former republics incorporated aspects of their culture in performances: unique costumes, music and trained animal acts (including Siberian tigers, elephants, yaks, bears, cows).

3. Divide children into groups of three to paint a picture of a clown as Mariya, Andrei and Stanislav did. Encourage them to talk about make-up, costumes, and types of clowns, and to decide collaboratively on composition and color scheme.

Slide 10: "Constitution Day at School," Karina Manukian, age 9

1. Karina's choice of a vertical format is emphasized by many vertical lines in the painting: the teacher's and student's straight legs, table legs, books, arms and blackboard ends. While the lower third of the painting is almost all straight lines, the upper third contains mainly curved lines, and the middle third is a combination. The Russian word in capital letters, КАРТА, means map.

2. Karina portrays a teacher telling her students about the Soviet constitution. She painted this piece in 1987 to celebrate the adoption of the first Soviet constitution in October, 1924. (It proceeded the formation of the Union of Soviet Socialist Republics on December 30, 1922, which linked the Federation of Russia, Ukraine, Belorussia and the Transcaucasian countries). This constitution was replaced by the 1936 Stalinist constitution.

Russia's new democratic constitution was first announced in the fall of 1991. It called for the separation of powers, proclamation of rights, and representative government with federal layers of authority. It was not immediately adopted, for the country was absorbed with economic reform and political unrest. A form of the constitution supported by President Boris Yeltsin was approved in elections on December 12, 1993. However, former Communists and ultranationalists continue to hinder its full implementation.

Karina portrays the teacher and student in an austere pose. Since she entitled this, "Constitution Day at School," they might be acting out the constitution's ratification (the teacher announcing the constitution, the student voting yes with a raised hand). It is unlikely that the student walked up to the teacher waving a raised hand to ask a question, since discipline in former Soviet and Russian classrooms is

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strict and teaching style traditional. Students sit in rows pointed toward the front of the class where the teacher sits at or stands by the desk. Generally, students raise their hands to be called on; they do not shout out questions or answers independently.

However, as society is changing, adults in Russia have begun to question authority and crime and corruption are rising; concomitantly, classroom discipline and respect for teachers have deteriorated substantially in the classroom, especially in the upper grades.

3. A. Give students an opportunity to paint their teacher's portrait in a typical pose.

B. Students grades 5-8 might compare the Russian and American constitutions.

C. Follow political events in Russia as reported in the Western press.

Slide 11: "We Are Picking Apples," Ira Emil, age 10

1. Ira Emil used the Impressionist style to create complex colors and plays of shadow and light in this composition. Notice the many colors in the grass, leaves, apples and tree bark. She spent over two weeks on this painting at her after-school art club, where she has studied for three years. This painting won an award in a Leningrad (now called St. Petersburg) all-city competition. Ira wanted American children to see her painting, so she presented it to a representative of the Children's Art Exchange, based in Middlebury, Vermont, who was visiting her club.

2. The girls are wearing their school uniforms, highlighted by the red scarves of the Young Pioneer organization (somewhat the equivalent of Boy and Girl Scouts). Helping with the harvest as well as enjoying and caring for the natural world were values stressed by the Young Pioneers, one of three youth organizations sponsored by the former Communist Party of the Soviet Union. The Octobrists were children ages 7-9; Pioneers were ages 10-14; and Komsomols were ages 15-27. At age 27, a person officially could join the Communist Party.

The youth organizations' mission had been immersing children in the values of socialism, communism, a centrally planned command economy, and a one-party political system. The concept of "kollektiv" or the collective, pervaded life in the Communist Former Soviet Union, including education, leisure activities, politics, even language. Belief in the "kollektiv" at its worst led to negative manifestations, such as children betraying their own parents to Stalin's brutal secret police in the 1930s and 1940s. Paradoxically, it also nurtured a caring and safe environment for children.

While the main focus of the Communist youth organizations was political and patriotic education, the organizations financed youth centers. These provided after-school child care and enrichment

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activities, in the form of special interest clubs, hobby classes, and instruction in the arts and sports. In cities and large towns, there were Pioneer Palaces, large culture centers often located in mansions that had been expropriated by the Communists from the wealthy during the Russian Revolution in 1917 and throughout the 1920s. There were also smaller Houses of Pioneers. In rural areas, Young Pioneers met in special rooms or corners of the school or town library. There were also summer camps, free or at very low cost, for Young Pioneers and Komsomols.

Virtually all children participated in the Pioneers before the period of intensive perestroika in the late 1980s. Since the breakup of the Former Soviet Union and the collapse of the Communist Party, facilities and programs previously managed by the Pioneers have found new sponsors. Trade unions, industrial enterprises and commercial businesses underwrite some programs. However, due to competition for rental of prime city real estate and inflation, there are fewer clubs and centers operating today. Many have been forced to charge tuition and parents now pay for most materials and art supplies. Consequently, fewer children participate in after-school clubs and summer camps; greater numbers are "latch-key kids."

3. A. If the season allows, take students outdoors to observe grass. How many colors can they identify? Ask children to paint a simple study of grass, using tiny brush strokes of a variety of shades and tones of color to create texture, depth, and light.

B. Ask children to share memories of times they have spent in a garden or orchard picking fruits and vegetables. (If they have never had this experience, ask them to share memories of going to an outdoor fruit and vegetable stand or examining them in a grocery store or supermarket). Did they eat while they picked? Did they eat some fruit they bought before they reached home? Were they with parents, grandparents, or friends? Encourage them to make a picture of their memory. Draw lightly with pencil, then paint with tempera, gouache or watercolors, using the Impressionist technique.

Slide 12: <u>"Feeding the Chickens," anonymous, age 6</u>

1. This painting was at the bottom of a pile of discarded or unclaimed art at an after-school art club. The child artist had attended the school only a few weeks, and then moved to another city. A year had gone by when the teacher located the painting and couldn't recall the child's name.

2. This scene could be at a family "dacha" or country cottage. Often the grandmother or both grandparents live there during the growing seasons. City grandchildren often live with them for the whole or part of summer. Parents feel a strong need to get their children away from city smog, congestion, and noise for a more bucolic life. Families grow vegetables, have a few fruit trees, often a bee hive, and preserve produce for winter. Some families with enough room on their "dacha" plot keep chickens, a sheep, cow, or pig.

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The young woman appears to be wearing a white smock. This might lead to the interpretation that this is a worker on a collective farm. Under the Communist system, when this painting was done, there were both state and collective farms ("sovkhozi" and "kolkhozi"), owned and managed by the government. Workers on state farms received hourly wages. State farm workers earned a share of the crop and had a small plot of their own land. So this woman might have finished her government farm work, and has returned home to feed her own chickens.

Farms today are returning to private ownership and management. Small family farms are reappearing after decades of collectivized agriculture. "Dachas" remain an important center for the family, a place where several generations meet. As the sector of private entrepreneurs grows, so do the number of wealthy families and individuals. One trend is for them to build large, elaborate country "dachas' or even estates.

Given the rapid social, political and economic changes in Russia, it is difficult to define a "typical" family. The gap between the wealthy and the extremely poor grows daily, as the market and capitalism become rooted in the Russian economy. The reader is advised to read current newspapers and magazines to keep abreast of developments in Russia.

A few generalizations can still be made. The majority of citizens in Russia live in cities in apartment buildings. While the old standard was 12 square meters per person, families are now acquiring as much space as they can afford.

In rural areas, families live in separate houses, or in apartment buildings (usually not more than five stories high). Many private houses are traditional log structures, have no running water, are heated by wood or peat stoves, and share a well with several houses. Rural families often use saunas for bathing.

3. While the central figure in this painting is naively drawn, the perspective in the composition is sophisticated. Encourage students to use perspective in a painting to create a sense of depth and distance.

Slide 13: "Holiday Celebration in the City," Katya Lamina, age 8

1. This is a unique painting, for Katya painted it on brown packaging paper. (Grocery stores in Russia do not provide brown paper bags; customers bring their own string "syetkas," reusable shopping bags). Notice her use of perspective. She creates an invisible wind tugging at the balloons and blowing the autumn leaves. One mother and child are carrying home a bunch of autumn leaves to arrange in a bouquet to brighten the long, gray winter ahead.

2. This painting depicts a holiday celebration in St. Petersburg. The city was originally named St. Petersburg after Peter the Great. When Katya painted this scene, the city was called Leningrad, named after

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the leader of the Russian revolution of 1917, Vladimir Il'ich Lenin. After the breakup of the Former Soviet Union and the dissolution of the Communist Party, the city residents voted to restore its original name, St. Petersburg.

Located on the Neva River delta on the Finnish Gulf of the Baltic Sea, St. Petersburg was planned by Tsar Peter the Great to be Russia's "window on the West." For centuries, artists have captured the reflections of classic architectural ensembles on the Neva. Over 300 bridges and footbridges cross the Neva, its estuaries and canals. Sculpture gardens and parks add grace to the city with birch, ash, and linden trees.

Children get a head start in arts education in St. Petersburg, considered to be one of the world's most beautiful cities (albeit run down after decades of neglect). The city is home to the Hermitage Art Museum, The Russian Museum, the Pushkin Drama Theater, the Kirov Ballet and the Repin Art Academy. There are children's puppet theaters, a circus, and numerous music and dance schools and after-school programs in the arts.

3. A. Take your students on a sketching trip to your town or city. With a view finder, have them frame pleasing compositions. (Use an index card with an interior rectangular cut out). Ask them to draw what they see within the frame, concentrating on line, texture, and perspective.

B. Paint on brown package paper or paper bags to experience Ira's painting more fully.

Slide 14: <u>"City Scene in Siberia," anonymous, age 14</u>

1. This painting depicts a scene from teenager's life in the Siberian city of Leninsk-Kutznetskij. Notice the sophisticated use of perspective and the reflections on the wet street and sidewalk. The small blue "m" on the white sign on the lower right hand of the page is symbol for a metro or subway stop. These women are waiting for a connecting bus to continue on their way in the rain.

2. For two weeks in April, 1994, the Children's Art Exchange hosted a group of six students and two art teachers from Leninsk-Kutznetskij, which is in the Kemerovo Oblast of central Siberia. The group spent one week in Long Island and one in Vermont, visiting schools and living with families. They continued on to Texas, sponsored by the Scott-European Corporation.

The policies of glasnost and perestroika influenced official recognition of rock-and-roll music, a favorite of Former Soviet Union teenagers. "Melodiya," the state-controlled record monopoly, released Beatle's recording, in the late 1980s, and cooperated with their Soviet agencies to arrange tours of major Western rock groups in the USSR (among them Billy Joel and Paul McCartney). Also, the Soviet Union was on the 1989 Greenpeace Tour of Europe featuring Sting, U-2 and

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many others. More importantly, Former Soviet Union rock bands now can perform and record legitimately. Many formerly underground groups are officially recognized, such as Boris Grebenshchikov and Aquarium, and Avtograf.

New evening and weekend television shows also feel glasnost's liberalization. Some shows broadcast music videos; talk show hosts conduct dialogues with teens on growing problems of alcoholism, pregnancy and hooliganism among teens.

Former Soviet Union teenagers also think about the future. What can they do for peace, to prevent war, to help solve people's problems? A growing concern is the environment--industrial pollution, endangered species, and radioactive waste. Most Former Soviet Union teenagers now think about the place they will have in society in the future. They wonder what their republic will be like when they are grown-ups, and how long the policies of glasnost and perestroika will continue to liberalize and democratize their country.

3. A. Locate Leninsk-Kutznetskij on a map of Russia. Use the National Geographic Index to find photo-essays about Russia and Siberia. Look at photographs in the book, A Day in the Life of the Soviet Union. (Photographed by 100 of the world's leading photojournalists on one day, May 15, 1987). Does this painting convey a photographic quality to you?

B. Collect photographs from magazines and newspapers of Former Soviet Union teenagers. Find out if anyone from your town has traveled to the Former Soviet Union and has photographs of Former Soviet Union teenagers. Compare and contrast the photographs with those of your culture. Are there differences between urban and rural teenagers, between teens from different republics?

C. Have a debate. Do Former Soviet Union college-bound teens have more in common with American college-bound teens than with Former Soviet Union teens headed for the work force immediately after high school graduation. (Consider shared cultural values, professional interests, goals, family background and social class).

D. Invite teenagers from your area or state to visit your class and, to share their impressions of Former Soviet Union teenagers: What they do for fun, school, fashions, attitudes, hopes for the future.

Slide 15: "Cooking Class at School," anonymous, age 9

1. The young artist makes use of bright patterns and colors on the table cloth and rug. Yet the composition is not lost in the details. Through the bright red curtain, you can see a birch tree. The girls have on unique bakers' hats. The teacher's expression seems to convey her satisfaction supervising the cheerful group, each busy with her own job.

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2. Public schools in Russia require girls to take a cooking - home economics course, while boys take a technology course. As Elena Abagaeva remarks in her interview, "I loved this class because we were cooking stuff like cakes and cookies, making salads, and then eating. We could invite the boys, but we usually didn't because the kitchen was so messy after cooking. See Handout #21, "Interview with a Russian Teenager: Elena Abagaeva."

The typical family in the USSR has three meals a day, breakfast, lunch and dinner. The various cooking traditions in the fifteen republics are diverse and based on local specialties. However, their cuisine has much in common with that of the majority of Soviet citizens. Throughout the USSR, breakfast consists of kasha, cooked cereal (wheat, oat, rye, rice or buckwheat), hot milk or tea, and bread with butter, jam, or cheese. Depending on a family's schedule, lunch or dinner is the main meal. Lunch consists of soup (chicken, beef or lamb with rice or noodle, "borscht" or beet soup, "shchi" or cabbage soup), bread, cold cuts (salami, bologna), cheese, "sosiski" (similar to hot dogs). Dinner can be elaborate or simple, depending on the occasion: fried or baked meat, potatoes, rice , buckwheat or oats, canned or fresh fish (pickled or salted), bean dishes and vegetable salads. Desserts are typically torts (cakes), cookies, chocolate candies, ice cream, or nuts and dried fruits.

Most families gather berries (blueberry, huckleberry, cranberry, raspberry, strawberry, and many others unique to the USSR) in the summer and make fresh preserves for winter, or they buy them at the farmers market. Families also spend time together in the countryside and forest looking for edible mushrooms. These are dried or pickled for winter use.

3. Use the Russian recipes in Handout #50, "Recipes for a Russian Luncheon". These authentic recipes have been adapted for the American kitchen and have been simplified for school use.

Slide 16: "Nine-year olds in math class, Leningrad (now St. Petersburg), Russia

1. These children are in a classroom of a special English school in St. Petersburg. (When the photo was taken, the city was still known as Leningrad). They are nine years old, in the third "form" or grade. They are doing their math lesson. When the American photographer whispered, "Spasibo" (thank you), at the end of the visit, only these two boys turned around. The rest of the children remained focus on the teacher.

2. Until the political upheaval of 1991 in the former Soviet Union, all education was organized and run by the government. Now, while the majority of schools are public and government-run, private schools make up three to four percent of the total. Now, as then, schooling is mandatory for all children ages 6 through 17. The system has eleven grades, or forms, beginning with the first form and ending with the eleventh form.

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Students attend classes from 8:30 to 2:30, with younger children having a shorter day. Generally, students have a snack at school, but return home at the end of the school day for lunch. Children either walk to school, or take public transportation (bus, subway, trolley, or tram in the cities). The only yellow school bus in Moscow is for the children of the American Embassy School.

Before the political and social changes of the late 1980s and early 1990s, the curriculum for all eleven forms was standardized throughout the fifteen republics of the Former Soviet Union. All students used the same textbooks and took the same exams approved by education authorities in Moscow. Children wore uniforms to school.

While perestroika led to some reforms and decentralization in education, curriculum change began in the summer of 1988 when a leading Communist Party member and historian openly challenged the standard curriculum in Pravda, the Communist Party newspaper. He rejected the standard Soviet history curriculum as full of distortions and lies. The dissident author, Aleksander Solzhenitsyn, who published novels based on cruel episodes in Soviet history that had been white-washed or ignored in history texts, was exiled in 1974 for the same opinions. (He returned to live in the new Russian in 1994).

Now, while the general curriculum should be approved by the Ministry of Education in Moscow, there is more freedom for schools to select books and change curriculum. Children do not have to wear uniforms, although they are required in some private schools.

Some children attend specialized schools from the first through eleventh forms to develop special interests and abilities. There are special schools for foreign languages, sports, music, dance and art. Admission is competitive and the programs are rigorous. For example, at a special English school, children begin daily English classes in the second form (eight-year-olds).

Children with severe physical, behavioral and learning challenges are not mainstreamed in Russian schools. Parents often take charge and home-school their children or pay for private instruction.

Others send their children to boarding schools where living and learning conditions are far from optimal.

Although social and political change is eroding strict discipline and routine, they remain as important features of typical Russian classrooms. Students stand in unison when the teacher enters the room and greet her or him with "Dobroye Utro" (good morning). They raise their hand to speak, and when called upon, they stand to address the teacher.

Some new private schools are dedicated to a more democratic and active interchange between teacher and students and between students themselves. They encourage discussion and creative problem

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solving. Other new private schools take the opposite approach. Feeling that the standard of Russian education is dropping as discipline problems rise, they are dedicated to designing rigorous teacher-directed courses.

3. Read current newspapers and magazines for articles on education in Russian. The Christian Science Monitor is an excellent source for well-written articles about Russia. (Call 1-800-456-2220 for subscription, $168 per year for daily edition). Create a bulletin board in your classroom to track events in Russia this year.

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GUIDE FOR INTERPRETING RUSSIAN CHILDREN'S ART

Step 1: Observe and Respond: Look, Describe, Identify

1. What do you see? What do you notice in this picture? Every answer is correct. Encourage more responses by asking, "What else can you add?"

2. What do you enjoy most about the art work? What is your favorite part (detail, color, surprise)? Does it remind you of anything you've seen or experienced before? Encourage more responses by asking, "Does anyone else share these feelings?"

3. What parts of the piece do you think are realistic and what parts do you think are fantasy? What aspects do you think come from the artist's imagination? Encourage a discussion of the balance between real and make-believe in art and literature. For example, Beattrix Potter's animal characters are fancifully dressed, ironing clothes, having tea, etc. But on the last page of each book, the animals are shown back in their natural environment, without their fanciful clothes.

4. What color draws your eye into the picture? What gives you a hint that the artist mixed his or her own paints? How did the artist use color to achieve shades, shadow, light, and reflections?

5. What is unique about the brush strokes (or pencil or pen strokes)? How do brush strokes create movement, texture, motion and excitement? Look for repetition and patterns. Encourage more discussion by looking at the Handout #24, "Art Vocabulary for Students".

6. What is the composition (what is happening)? How is the subject or theme organized on paper? Notice how the background is used for detail, fantasy and supporting themes.

7. Do you think there any symbols in this work? Look for national and linguistic symbols: flags, Russian words, uniforms. Discuss the difference between symbols and symbolism. Does this painting symbolize anything for you? Do you think the artist tried to convey a particular feeling or meaning?

Step 2: Learn about the artist and aspects of life in Russia

Give children background information about the painting (name, age of artist, information about their art classes, etc.).

Step 3: Look again at the piece and re-title it

Do you notice anything new or different this time? Have your interpretations changed? If you could re-title this painting, in light of your new knowledge and your personal interpretation, how would you re-title would you give it?

Step 4: Follow-up activities

Follow suggested activities after each individual slide or create your own.

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ART VOCABULARY FOR STUDENTS

About Color: colors can be used to express emotions and represent symbols. For what reasons do you think the artists selected particular colors in a composition? Do the colors enhance the theme? Do they create a mood? Do they symbolize things? Are they used imaginatively or realistically?

About Brush Strokes: brush strokes are similar to handwriting styles. They can express the individuality of the artist.

Color: primary, secondary, tertiary, complementary, analogous, warm, cool, dark, light, dominating color, color layering, tint, shade, tone, hue, value, intensity, saturation; emotional quality of, symbolic use of.

Lines: thick, thin, wide, narrow, straight, wavy, long, short, vertical , horizontal; used to create movement and direction; used to define shape and pattern and to create the illusion of depth (three-dimensions on a two dimensional surface).

Shape/form: geometric, organic; shapes as patterns, logos, traffic signs, symbols.

Value: light, medium, dark, three dimensional, highlight, shading, shadow, monochromatic.

Texture: smooth, rough, soft, scratchy, bumpy, fuzzy.

Brush features: fast, slow, separate, layered, repeating, light, heavy, dab, blobs, smear, dot.

Movement: direction, spiral, concentric, rhythm by sequence and repetition, visual path, harmony, tension.

Balance: symmetrical, asymmetrical, radial.

Composition: main characters, main events, major details, supporting details, point or center of interest, focal point; perspective, dimension, depth, shadows, patterns, shapes, repeating colors; emphasis, dominance, subordination, dominant elements, unity and meaning; abstract or realistic.

Appreciation, Evaluation, Criticism: compare and contrast, convey, critique, develop, differentiate, distinguish, evaluate, experiment, identify, justify, propose, recognize, relate, understand, verbalize; non-judgmental, objective, subjective; abstract, realistic; style, elements, principles, techniques, design choices.

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PART 3
RUSSIAN LANGUAGE FOR EVERYONE

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THE RUSSIAN ALPHABET

Introduction

The Russian alphabet is based on the Cyrillic alphabet. In the ninth century two Christian missionaries, Cyril and Methodius, traveled into Slavic lands. The native peoples had a spoken language, but no written language. Cyril adapted Greek and Roman letters to the sounds of their language and created letters for unique sounds. Devised primarily to write down the liturgy and biblical teachings, this language became known as Old Church Slavonic. Tsar Peter the Great (1672-1725), streamlined this alphabet for use in government, literature, and everyday life. On October 10, 1918, V.I. Lenin issued a decree simplifying Peter's alphabet and adopting the Russian alphabet as it is known today.

This lesson presents the thirty-three Russian letters in alphabetical order and also in groups: (a) Greek, Roman, and uniquely Russian letters; (b) vowels; consonants; and, (c) the hard and soft signs.

Objectives

Students will be able to:

- Become acquainted with Russian alphabet and its history;
- Recognize vowels, consonants, and soft and hard signs.

Grade Level

K-8

Time

One class period

Materials

Large size Russian letters displayed in classroom (made by teacher on 8 1/2 x 11 inch heavy paper, one letter per page drawn with wide marker or painted)
Cassette side A, lesson 1
Handout #25, "Russian Alphabet"
Handout #26, "Page from a Russian Children's Book"

Procedure

1. Begin the activity by outlining the history of the modern Russian alphabet. Point out that the English alphabet also evolved over the centuries.

2. Listen to Russian alphabet sounds (cassette tape, side 1, lesson 1). Encourage students to listen for familiar sounds they already know and can pronounce.

3. Distribute page 1 of Handout #25, "Russian Alphabet." NOTE: Four Russian letters are not used on the audiotape of Russian alphabet words. Listen again to lesson 1 on the tape, this time following the sounds by reading the letters on the chart.

4. Distribute page 2 of Handout #25, "Russian Alphabet." Point out the group of letters that look the same as English and represent similar sounds.

5. Point out the group letters that look like English (Roman) letters, but represent different sounds in Russian.

6. Point out the group of letters that are based on the Greek alphabet.

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7. Give students page 3 of Handout #25, "Russian Alphabet." Point out the group of letters that represent consonant sounds in Russian that have no English equivalent. Note two Russian letters have no sound of their own, "b" and "b." Yet ignoring them can result in misspellings and mispronunciations and can change a word's meaning.

8. Point out the group of letters that represent vowel sounds in Russian that have no exact English equivalent.

9. Review the group of Russian consonants from page 1 of Handout #25, "Russian Alphabet."

10. Review the group of Russian vowels from page 1 of Handout #25, "Russian Alphabet."

11. Give students Handout #26, "Page from a Russian Children's Book." Have students identify Russian letters. Encourage them to find vowels, then consonants.

Follow-up

1. If you have access to Russian children's books, distribute them and allow students about fifteen minutes to look at them. Encourage them to search for Russian letters they recognize and can name. (Children's books are recommended because the type is usually larger than in newspapers).

2. Encourage older students to research the following topics:

- Cyril and Methodius and Old Church Slavonic
- Similarities and differences in the Russian and Ukrainian alphabet
- Graphic typeset design in pre-Revolutionary posters and books

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THE RUSSIAN ALPHABET

Аа a	Бб b	Вв v	Гг g	Дд d	Ее ye	Ёё yo
Жж zh	Зз z	Ии ee	Йй short e	Кк k	Лл l	Мм m
Нн n	Оо o	Пп p	Рр r	Сс s	Тт t	Уу u
Фф f	Хх kh	Цц ts	Чч ch	Шш sh	Щщ shch	Ъъ hard sign
Ыы y	Ьь soft sign	Ээ e	Юю yu	Яя ya		

Russian consonants (read across, in alphabetical order):

Бб	Вв	Гг	Дд	Жж	Зз
Кк	Лл	Мм	Нн	Пп	Рр
Сс	Тт	Фф	Хх	Цц	Чч
Шш	Щщ				

Russian vowels (read down, in pairs):

Аа	Ээ	Ии	Оо	Уу	Ыы
Яя	Ее	Йй	Ёё	Юю	

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Letters that both look the same as English and represent similar sounds:

Аа Ее Зз (Z) Кк Мм Оо Тт

Letters that look like English (Roman) letters, but represent different sounds in Russian.

Russian Capital Letter	Russian Small Letter	English Sound
В	в	V
Н	н	N
Р	р	R
С	с	S
Х	х	Kh

Letters based on the Greek alphabet:

Russian Capital Letter	Russian Small Letter	English Sound and Name of Greek Letter
Б	б	B - beta
Г	г	G - gamma
Д	д	D - delta
Л	л	L - lambda
П	п	P - pi
Ф	ф	F - phi

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Letters that represent consonant sounds in Russian that have no equivalent single letter in English:

Russian Capital Letter	Russian Small Letter	English Sound
Ж	ж	zhe
Ч	ч	che
Ш	ш	she
Щ	щ	shche
Ь	ь	soft sign
Ъ	ъ	hard sign

Note that the last two Russian letters on the above chart have no sound of their own, "Ь ь" and "Ъ ъ.". Each influences the sound of the preceding consonant and syllable. It is important to recognize these letters in written and spoken Russian. Ignoring them can result in mispelling and mispronounciation and can change a word's meaning.

Ь ь	"мягкий знак"	"myakh-kii znak" (soft sign)	softens sound of preceding consonant
Ъ ъ	"твёрдый знак"	"tvyor-dyi znak" (hard sign)	hardens sound of preceding consonant

Letters that represent vowels sounds in Russian that have no exact English equivalent:

Russian Capital Letter	Russian Small Letter	English Sound
Е	ё	yo
И	и	ee (i)
Й	й	short e (short iyeh)
У	у	oo (u)
Ы	ы	ih
Э	э	eh
Ю	ю	yoo (yu)
Я	я	ya

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A PAGE FROM A RUSSIAN CHILDREN'S BOOK

Земля кормит человека, но кормит не даром. Много должны потрудиться люди, чтобы поле, вместо травы, годной только для скота, дало рожь для чёрного хлеба, пшеницу для булки, гречу и просо для каши.

Сначала земледелец пашет поле сохою, если не нужно пахать глубоко, или плугом, если пашет новину или такое поле, что его пахать нужно глубже. Соха легче плуга, и в неё запрягают одну лошадку. Плуг гораздо тяжелее сохи, берёт глубже, и в него впрягают несколько пар лошадей или волов.

Vladimir Vagin, Grain/USSR: Perm Book Publishers, 1986, p. 6.

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RUSSIAN ALPHABET WORDS

Introduction

Illustrated Russian alphabet charts are used throughout Russia in language study. Each letter is accompanied by a picture of an object or animal. The child guesses the letter's name from the illustration's initial sound. The alphabet charts help children learn alphabetical order and build dictionary skills. While ethnically Russian children are immersed in Russian at home, children of other nationalities learn Russian at school, from books, magazines, TV, radio, and street signs. Parents often buy alphabet charts, word games, and children's books to foster a love of reading.

This lesson presents nouns that are often used in teaching charts and are strong visual images. Encourage students to produce an illustrated Russian alphabet book as a class project.

Objectives

Students will be able to:

- Practice printing Russian;
- Illustrate one or more letters of the Russian alphabet;
- Learn nouns traditionally presented in Russian alphabet charts.

Grade Level

K-8

Time

One class period, plus at least one class period for creating the Russian alphabet book (highly recommended follow-up activity).

Materials

Chalkboard
Russian alphabet cards
Cassette side A, lesson 2
Handout #27, "Russian Alphabet Words"

Procedure

1. Begin the activity by listening to cassette side A, lesson 2 (alphabet words) and repeat.

2. Give students Handout #27, "Russian Alphabet Words."

3. Listen to lesson 2 again, this time following list of letters and words.

4. Try to read the list of words as a class without the tape.

5. Ask students to cover up the English transliteration and meaning columns of Handout #27, "Russian Alphabet Words" with a blank sheet of paper so that only the Russian is showing. Give them time to read the words and write down any English meanings they remember.

6. Ask students to cover up the Russian and try to write down the Russian word for the given English meaning. The transliterations are good clues!

Follow-up

1. Illustrate Russian alphabet letters as a class project. Assign words to students or have students select their favorite word to illustrate from Handout #27, "Russian Alphabet Words." (In most classes, students will illustrate more than one word). One layout is to print the letter in the upper left corner and print the word boldly along the bottom of the page, with the

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picture in the middle. Display the artwork in "patchwork quilt" style on a bulletin board.

2. Make a Russian alphabet book. Decide on the book's format: vertical or horizontal pages, placement of the letter and the word. Proceed as in the first language activity. If the class is interested in producing multiple copies of the book, consider techniques that reproduce well (i.e., outline drawings in black, as in a coloring book). Beware of block prints, for the Russian letters must be cut out in reverse!

For ideas, examine various alphabet books. For example, look at Mary Azarian's A Farmer's Alphabet (see Bibliography).

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RUSSIAN ALPHABET WORDS

Letter	*Russian*	*Transliteration*	*English meaning*
Аа	арбуз	ar-buź	watermelon
Бб	барабан	ba-ra-bán	drum
Вв	волк	volk	wolf
Гг	гриб	grib	mushroom
Дд	дом	dom	house
Ее	ель	yel'	fir tree
Ёё	ёж	yozh'	hedgehog
Жж	жук	zhuk	bug
Зз	змея	zḿe-ya	snake
Ии	игла	ig-lá	needle
Кк	клоун	kló-un	clown
Лл	лампа	lám-pa	lamp
Мм	машина	ma-shi-na	car
Нн	нос	nos	nose
Оо	окно	ok-nó	window
Пп	птица	pti-tsa	bird
Рр	река	re-ká	river
Сс	солнце	sóln-tse	sun
Тт	торт	tort	tort (cake)
Уу	ухо	ú-kho	ear
Фф	фонтан	fon-tán	fountain

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Хх	хлеб	khleb	bread
Цц	цирк	tsirk	circus
Чч	чашка	chásh-ka	cup
Шш	школа	shkó-la	school
Щщ	щука	shchú-ka	pike
Ээ	эхо	é-kho	echo
Юю	юрта	yúr-ta	yurt
Яя	яблоко	yá-blo-ko	apple

NOTE: The following Russian letters are not used on our audiotape of Russian alphabet words for they rarely or never are used as initial letters of words: Й, Ы, Ь, Ъ.

The Russian letter "Й" is called "и краткое" (ee krat-koye) or "short e." This vowel is used as an initial sound rarely, only in words of foreign origin (cognates): examples are: йод (ijod) - iodine; йог (ijog) - yogi; йон (ijon) - ion; and йота (ijo-ta) - iota. However, it is used frequently in masculine adjective endings (мягкий знак, твёрдый знак).

Й й	йод	ijod	iodine

Another Russian vowel "Ы" occurs only after hard consonants: for example, in the frequently used pronouns ты (tuy - you, familiar or singular), вы (vuy - you, formal or plural), мы (muy - we).

Ы ы	ты	tuy	you (familiar, singular form)

Two Russian letters have no sound of their own, "ь" and "ъ." Each influences the sound of the preceding consonant and syllable. It is important to recognize these letters in written and spoken Russian. Ignoring them can result in mispelling and mispronounciation and can change a word's meaning.

Ьь	"мягкий знак"	"myakh-kii znak" (soft sign)	softens sound of preceding consonant
Ъъ	"твёрдый знак"	"tvyor-dyi znak" (hard sign)	hardens sound of preceding consonant

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COGNATE WORDS

Introduction

English and Russian have many words in common. Words derived from the same root or related in origin are called cognates. Cognates can spark enthusiasm for learning Russian and diminish the preponderant attitude that Russian is too difficult to learn. This lesson presents Russian words borrowed from English or common roots in Latin or Greek.

Objectives

Students will be able to:

- Learn that there are many shared words in English and Russian;
- Expand Russian vocabulary.

Grade Level

K-8

Time

One to two class periods

Materials

Cassette side A, lesson 3
Handout #28, "Russian Cognate Words"
Handout #29, "More Cognate Words (Grades 4-8)"
Handout #30, "More Cognate Words (Abridged for K-3)"
Russian-English Dictionary

Procedure

1. Begin the activity by following cassette tape side A, lesson 3. Emphasize that it is important to imitate the native speaker's pronunciation to develop a proper Russian accent. Repeat words again.

2. Give students Handout #28, "Russian Cognate Works," folded to show column of Russian words. Call on them to read the words. Dictate Russian words for spelling mastery.

3. For a second lesson on cognates, use Handout #28, "More Cognate Words." (Consult a local person who speaks Russian for pronunciation). Write words on the chalkboard one at a time. Call on volunteers to read them and guess their meanings. When in doubt, look up in a Russian-English dictionary. Have students transliterate the words on lines provided either in class or for an assignment. (Use the abridged list, Handout #30 , "More Cognate Words (Abridged for K-3)" for younger students).

Follow-up

1. List words English has taken from Russian (i.e., perestroika, comrade, glasnost, sputnik, cosmonaut, borscht, balalaika, tsar, robot, taiga, vodka).

2. Look in an English-Russian, Russian-English dictionary for more cognate words. For example, see Kenneth Katzner, English-Russian Russian-English Dictionary (see Bibliography).

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RUSSIAN COGNATE WORDS

Russian word	Transliteration	English Meaning
студент	*stu-dyént*	student
математика	*ma-te-má-ti-ka*	mathematics
география	*ge-o-grá-fi-ya*	geography
музыка	*mú-zy-ka*	music
история	*is-tó-ri-ya*	history
биология	*bi-o-ló-gi-ya*	biology
фильм	*fil'm*	film (movie)
театр	*te-á-tr*	theater
доктор	*dók-tor*	doctor
спорт	*sport*	sport
футбол	*fut-ból*	football
баскетбол	*bas-ket-ból*	basketball
волейбол	*vo-lei-ból*	volleyball
гимнастика	*gim-nas-ti-ka*	gymnastics
теннис	*tén-nis*	tennis
тигр	*tigr*	tiger
жираф	*zhi-ráf*	giraffe
шимпанзе	*shim-pan-zé*	chimpanze
пеликан	*pe-li-kán*	pelican
пудель	*pú-del'*	poodle

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Russian word	Transliteration	English Meaning
машина	ma-shi-na	machine (car)
телефон	*te-lé-fón*	telephone
телеграмма	*te-le-grám-ma*	telegram
телевизор	*te-le-vi-zor*	television
радио	*rá-di-o*	radio
трактор	*trák-tor*	tractor
фрукты	*frúk-ty*	fruits
банан	*ba-nán*	banana
джем	*dzhyem*	jam
кофе	*kó-fe*	coffee
сироп	*si-róp*	syrup
шоколад	*sho-ko-lád*	chocolate
лимон	*li-món*	lemon
Америка	*A-mé-ri-ka*	America
Франция	*Frán-tsi-ya*	France
Мексика	*Mék-si-ka*	Mexico
Канада	*Ká-na-da*	Canada
Индия	*Ín-di-ya*	India

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MORE COGNATE WORDS (GRADES 4-8)

Russian	*English*	*Russian*	*English*
автомоби́ль	_____	зоопа́рк	_____
а́дрес	_____	иде́я	_____
акроба́т	_____	инсти́нкт	_____
акце́нт	_____	интере́с	_____
альбо́м	_____	информа́ция	_____
аппети́т	_____	кана́л	_____
архите́ктор	_____	календа́рь	_____
аэропо́рт	_____	киломе́тр	_____
банк	_____	класс	_____
балери́на	_____	ко́мпас	_____
ви́део	_____	компью́тер	_____
витами́н	_____	конце́рт	_____
гара́ж	_____	ко́смос	_____
генера́л	_____	лимона́д	_____
гита́ра	_____	литерату́ра	_____
джаз	_____	медици́на	_____
джи́нсы	_____	микрофо́н	_____
диплома́т	_____	миллио́н	_____
дире́ктор	_____	моме́нт	_____
до́ллар	_____	мото́р	_____
журна́л	_____	мотоци́кл	_____
зе́бра	_____	навига́тор	_____

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Russian	*English*	*Russian*	*English*
но́та	_____	текст	_____
озо́н	_____	температу́ра	_____
парк	_____	телеско́п	_____
па́спорт	_____	тури́ст	_____
патрио́т	_____	факт	_____
пепси-кола	_____	фаса́д	_____
план	_____	фина́нсы	_____
плане́та	_____	флаг	_____
платфо́рма	_____	фо́рмула	_____
порт	_____	фо́то	_____
портре́т	_____	хара́ктер	_____
програ́мма	_____	хокке́й	_____
президе́нт	_____	центр	_____
револю́ция	_____	чемпио́н	_____
ро́за	_____	шарф	_____
сала́т	_____	эксперимéнт	_____
секрет	_____	экспресс	_____
секу́нда	_____	электроника	_____
стоп!	_____	элемент	_____
суп	_____	эффект	_____
такси́	_____	юмор	_____
тала́нт	_____	яхта	_____

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MORE COGNATE WORDS (ABRIDGED FOR K-3)

Russian	*English*	*Russian*	*English*
автомоби́ль	_____	парк	_____
а́дрес	_____	па́спорт	_____
банк	_____	пепси-кола	_____
балери́на	_____	план	_____
ви́део	_____	плане́та	_____
витами́н	_____	порт	_____
до́ллар	_____	президе́нт	_____
журна́л	_____	ро́за	_____
зе́бра	_____	сала́т	_____
зоопа́рк	_____	секрет	_____
класс	_____	стоп!	_____
ко́мпас	_____	суп	_____
компью́тер	_____	такси́	_____
лимона́д	_____	факт	_____
микрофо́н	_____	флаг	_____
миллио́н	_____	фо́то	_____
мото́р	_____	хокке́й	_____

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COUNTING IN RUSSIAN

Introduction

Russian has cardinal numbers (one, two, three), ordinals (first, second, third), and collectives (two of, three of, four of). Also, Russian has special numerical nouns, formed by adding a suffix to the number stem. These are used to describe "the number three" (i.e., bus is understood in the sentence) or "a figure 8." The most well known of these is "troika," meaning a team of three (collective leadership, team of horses).

This lesson focuses on cardinal numbers and their names in Russian. To make memorization enjoyable, introduce students to the traditional Russian "Matryoshka" (page 198) nesting doll (or substitute any group of nesting objects) for practice counting.

This lesson can be a springboard to the study of Russian achievements in mathematics and science, and an introduction to chess, considered to be one of the most popular sports in Russia and the republics of the former USSR.

Objectives

Students will be able to:

- Learn to count from one to ten in Russian;
- Become acquainted with cardinal numbers from one to one billion;
- Practice counting using a traditional Russian folk toy.

Grade Level

K-8

Time

One class period

Materials

"Matryoshka" doll from Russia. NOTE: if you have no access to a Russian doll, use nesting boxes, blocks, socks, etc. Organize objects (ideally a group of ten) from smallest to largest, placing each inside the next larger one
Cassette side A, lesson 4
Handout #31, "Counting in Russian"
Handout #32, "8"

Procedure

1. Begin the activity by showing students the "Matryoshka" (or another nesting toy). Ask them to guess how many dolls or objects are contained inside. Tell them you will open the toy when they learn to count from one to ten in Russian.

2. Listen to cassette side A, lesson 4, "Counting in Russian." Repeat individual numbers after the native speaker. Then try to repeat growing sequences of numbers from one to ten.

3. Show students the nesting toy. Ask them to say "one" in Russian. After they recall "odeen" (one), open the toy. Ask them how many dolls they see now. After they say "dva" (two), ask them to count, "odeen, dva". Continue to open up the dolls, as long as students are able to tell you how many dolls in total are now on the desk and can count from the smallest to the largest. For example, on the fifth doll, students reply, "We see five dolls, pyat'. Now there are odeen, dva, tre, che-ty-re, pyat' dolls on the desk." Proceed until you reach the last doll, ideally "de-syat'," or ten.

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4. Give students Handout #31, "Counting in Russian", page one. Read the numbers from one to ten. Then read the chart, lengthening the sequence of numbers with each row. Try counting backwards from ten to one.

5. Although the lesson on the cassette only goes up to number ten, most students are curious to know what comes after that. As your schedule permits, read the numbers from ten to twenty, twenty to thirty, zero to one hundred by tens, from one hundred to one thousand by hundreds. For younger students the first sheet of the handout may be sufficient.

Follow-up

1. As an art activity, create "Matryoshka" counting dolls. Encourage students to include Russian number words on the dolls' aprons.

(a) Grades K-1 children can paint pre-cut doll shapes and arrange them according to size on a sheet of black construction paper. Use the "Matryoshka" illustration for Marshak's poem in Handout #32, "8" as a template.

(b) Grade 2 can make a set of two-dimensional dolls, ranging from three feet to six inches high, out of stiff white paper or poster board. Encourage children to work in groups on the larger dolls.

(c) Grade 3-4 children can each make a mobile of several dolls cut out of heavy white paper and gaily painted. Use the "Matryoshka" illustration from Marshak's poem in Handout #32, "8" as a template.

(d) Grades 5 and up can model Matryoshka dolls from papier-mâché or make a set of puppets of diminishing size. Or make nesting boxes (use collage on black paper to imitate the Russian lacquer ware).

2. Study Russian achievements in mathematics and science. Introduce students to chess, considered to be the most popular sport in the former USSR. For an excellent presentation on mathematical operations, ordinal numbers in spoken Russian, geometric figures, and measurements (distance, temperature, time, latitude, money), refer to Genevra Gerhart, The Russian's World: Life and Language (refer to Bibliography), pp. 185-209.

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COUNTING IN RUSSIAN

Counting in Russian from 1 - 10

1 - оди́н	odeen	6 - шесть	shest'
2 - два	dva	7 - семь	sem'
3 - три	tre	8 - во́семь	vo-sem'
4 - четы́ре	che-ty-re	9 - де́вять	de-vyat'
5 - пять	pyat'	10- де́сять	de-syat'

Practice. Count from 1-10; reading chart, reverse order, count 10-1.

1 один									
один	2 два								
один	два	3 три							
один	два	три	4 четыре						
один	два	три	четыре	5 пять					
один	два	три	четыре	пять	6 шесть				
один	два	три	четыре	пять	шесть	7 семь			
один	два	три	четыре	пять	шесть	семь	8 восемь		
один	два	три	четыре	пять	шесть	семь	восемь	9 девять	
один	два	три	четыре	пять	шесть	семь	восемь	девять	10 десять
1	2	3	4	5	6	7	8	9	10

Counting in Russian from 10 - 20.

10	де́сять	dé-sat'
11	оди́ннадцать	o-dín-nad-tsat'
12	двена́дцать	dve-nád-tsat'
13	трина́дцать	tri-nád-tsat'
14	четы́рнадцать	che-týr-nad-tsat'
15	пятна́дцать	pyat-nád-tsat'
16	шестна́дцать	shest-nád-tsat'
17	семна́дцать	sem-nád-tsat'
18	восемна́дцать	vo-sem-nád-tsat'
19	девятна́дцать	de-vyat-nád-tsat'
20	два́дцать	dvád-tsat'

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Counting in Russian from 20 - 30

20	два́дцать	dvád-tsat'
21	два́дцать один	dvád-tsat' o-din
22	два́дцать два	dvád-tsat' dva
23	два́дцать три	dvád-tsat' tri
24	два́дцать четыре	dvád-tsat' che-tý-re
25	два́дцать пять	dvád-tsat' pyat'
26	два́дцать шесть	dvád-tsat' shest'
27	два́дцать семь	dvád-tsat' sem'
28	два́дцать восемь	dvád-tsat' vo-sem'
29	два́дцать девять	dvád-tsat' de-vyat'
30	три́дцать	trid-tsat'

Counting in Russian from 0 - 100, by tens

0	нуль	nul'
10	де́сять	dé-syat'
20	два́дцать	dvád-tsat'
30	три́дцать	trid-tsat'
40	со́рок	só-rok
50	пятьдеся́ть	pyat'-de-syát'
60	шестьдеся́ть	shest-de-syát'
70	се́мьдесять	sém'-de-syat'
80	во́семьдесять	vó-sem'-de-syat'
90	девяно́сто	de-vya-nó-sto
100	сто	sto

Counting in Russian from 100 - 1000, by hundreds

100	сто	sto
200	две́сти	dvé-sti
300	три́ста	tri-sta
400	четы́реста	che-tý-re-sta
500	пятьсо́т	pyat'-sót
600	шестьсо́т	shest'-sót
700	семьсо́т	sem'-sót
800	восемьсо́т	vo-sem'-sót
900	девятьсо́т	de-vyat'-sót
1000	ты́сяча	tý-sya-cha

Large numbers

10,000	де́сять ты́сяч	dé-syat' tý-syach	ten thousand
2,000,000	два миллио́на	dva mil-li-ó-na	two million
100,000,000	сто миллио́н	sto mil-li-ón	one hundred million
1,000,000,000	один миллиа́рд	o-din mil-li-árd	one billion

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"8"

Восемь кукол деревянных,
Круглолицых и румяных,
В разноцветных сарафанах
На столе у нас живут.
Всех Матрёшками зовут.

Кукла первая толста,
А внутри она пуста.

Разнимается она
На две половинки.
В ней живёт ещё одна
Кукла в серединке.

Эту куколку открой —
Будет третья во второй.

Excerpt from the poem "From One To Ten" by Samuel Marshak, To Children, illustrated by V. Konashevich, (Moscow: Detskaya Literatura, 1973), pp. 131-132.

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Половинку отвинти,
Плотную, притёртую,—
И сумеешь ты найти
Куколку четвёртую.

Вынь её да посмотри,
Кто в ней прячется внутри.

Прячется в ней пятая
Куколка пузатая,
А внутри пустая.
В ней живёт шестая.
А в шестой—
Седьмая,
А в седьмой—
Восьмая.

Эта кукла меньше всех,
Чуть побольше, чем орех.

Вот, поставленные в ряд,
Сёстры-куколки стоят.

— Сколько вас?—у них мы спросим,
И ответят куклы:—ВОСЕМЬ!

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MONTHS OF THE YEAR

Introduction Russian names for the months are easy to learn because they are Latin cognates, based on the same roots as our English words for the months. The words came through the Russian Orthodox Church which adopted the Julian Calendar, established by Julius Caesar. In February 1918, after the Great October Revolution, the Russian switched to the more recent Gregorian calendar, introduced by Pope Gregory XIII in the sixteenth century.

Objectives Students will be able to:

- Learn the names of the months in Russian;
- Introduce the history of the calendar used in Russia and the former USSR.

Grade Level K-8

Time One class period

Materials Cassette side A, lesson 5
Handout #33, "Months of the Year"
Handout #34, "Crossword Puzzle"

Procedure 1. Begin the activity by listening to the tape, side A, lesson 5. Repeat the months' names after the native speaker.

2. Write the names of the months in Russian one at a time on the chalkboard in scrambled order (or hold up a word card you have made before class). Ask students to read the words.

3. Give students Handout #33, "Months of the Year." Allow them time to review the Russian spelling. Then ask them to fold their paper on the dotted line and write the Russian words.

4. Distribute Handout #34 "Crossword Puzzle" for students to do in class or for a home assignment.

Follow-up 1. Read The Month Brothers, retold by Samuel Marshak (see Bibliography). This Slavic tale comes from Bohemia (now part of Czechoslovakia). Russian writer Samuel Marshak (1887-1964) adapted it for a children's play at Moscow Art Theater before World War II.

- Encourage students to discuss the stepsisters' relationship. What themes make this tale timeless? Does this remind you of any other fairy tales?
- With younger children, read Maurice Sendak's classic Chicken Soup With Rice: A Book of Months (see Bibliography). Have children write and illustrate verses for each month. Use Russian month names in the pictures. For a challenge, try to include Russian cognate words from previous lessons.

2. Learn names for the seasons of the year: **зима́, весна́, ле́то, о́сень** (winter, spring, summer, autumn).

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3. Learn about the climate of Russia (including Siberia) and the republics of the former USSR. Study climate and geography of the newly independent states of the Baltics, Caucasus Mountains, Central Asia, and Ukraine, Belorussia and Moldova.

4. White Nights celebrations take place in northern Russian cities during the longest day of the year in June. In the darkest weeks of the year, there are winter carnivals celebrating Russian winter. Look in National Geographic magazines or tourist brochures for photographs.

5. Why does the Russian Orthodox Church celebrate Christmas on January 7? Research the history of Russia's use of the Julian and Gregorian calendars. Read a Russian folktale about Christmas retold and illustrated by Charles Mikolaycak (see Bibliography).

6. Three major religions in Russia mark important holidays in the spring. Russian Orthodox celebrate Easter, Jews celebrate Passover, and Muslims fast during Ramazan, the ninth month of the Muslim year. Do these holidays have anything in common? Read an Easter book, Rechenka's Eggs, by Patricia Polacco; see Bibliography.

Crossword Puzzle Key: Months of the Year Crossword Puzzle

ACROSS	DOWN
1. March	7. August
2. January	8. October
3. September	9. November
4. February	10. May
5. June	11. April
6. December	12. July

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MONTHS OF THE YEAR

Russian	Pronunciation	English meaning
янва́рь	yan-vár'	January
февра́ль	fev-rál'	February
март	mart	March
апре́ль	ap-rél'	April
май	mai	May
ию́нь	i-yún'	June
ию́ль	i-yúl'	July
а́вгуст	áv-gust	August
сентя́брь	sen-tyábr'	September
октя́брь	ok-tyábr'	October
ноя́брь	no-yábr'	November
дека́брь	de-kábr'	December

Fold paper on dotted line. Write Russian words for months.

January _____

February _____

March _____

April _____

May _____

June _____

July _____

August _____

September _____

October _____

November _____

December _____

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Handout #34

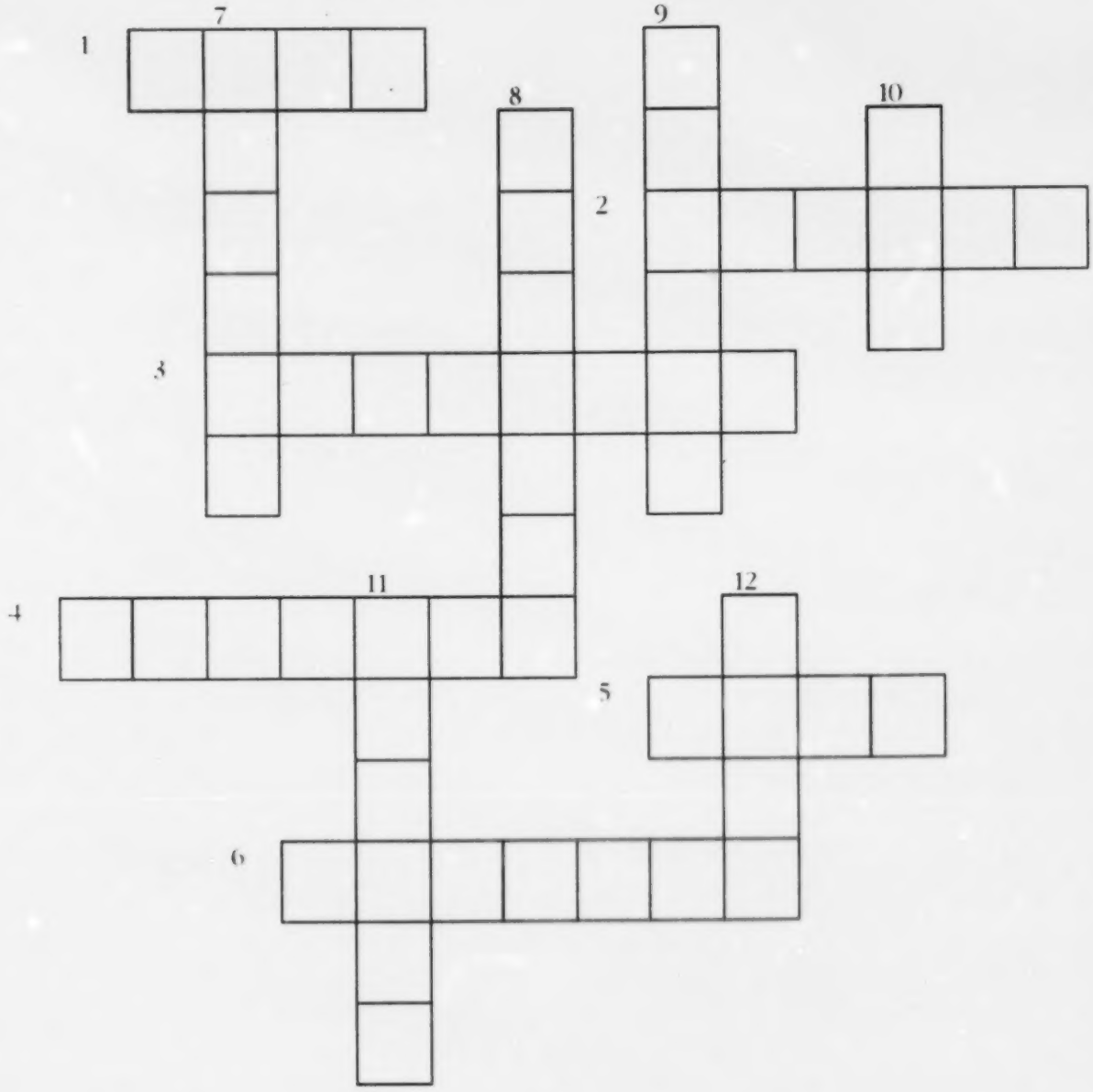
MONTHS OF THE YEAR CROSSWORD PUZZLE

ACROSS

1. March
2. January
3. September
4. February
5. June
6. December

DOWN

7. August
8. October
9. November
10. May
11. April



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DAYS OF THE WEEK

Introduction Six of seven Russian words for the days of the week have Slavic roots. Consequently, these words are more difficult to remember than those for the months. Russian calendars are organized differently than others. Monday is considered the first day of the week. Days are listed vertically on the calendar's left side rather than horizontally across the top. Dates are arranged in columns from left to right.

Objectives Students will be able to:

- Learn the days of the week in Russian;
- Learn the meaning of etymology;
- Illustrate a Russian-style calendar page labeled in Russian.

Grade Level K-8

Time One class period, plus time to design a calendar page

Materials Cassette side A, lesson 5
Handout #35, "Days of the Week"
Handout #36, "Calendar Questions"
Handout #37, "Sample Calendar Page"

Procedure 1. Begin the activity by listening to cassette side A, lesson 6, "Days of the Week."

2. Give students Handout #35, "Days of the Week." Listen to the tape again and repeat words while looking at the written Russian (top half of page).

3. Talk about the etymology or roots of these words. Follow Handout #36, "Calendar Questions" bottom half of page. Etymology is the study of words' basic elements, origins or roots, historical use, and changes in form and meaning.

4. Work together in class on Handout #36, "Calendar Questions". Then give students Handout #37, "Sample Calendar Page", as a class or home assignment.

Follow-up 1. Learn about national holidays in Russia and in the newly independent states. Learn about holidays and celebrations unique to regions based on religion, folklore, geography, pre-Soviet and recent independence declarations.

2. Make a calendar for the upcoming year as a class project. Use Handout #37, "Sample Calendar Page" as a template. Divide months between individual students or pairs of students; they will research, design, and illustrate their month. Include Russian national holidays or jointly feature Russian holidays with those of your country.

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DAYS OF THE WEEK

Russian	*Pronunciation*	*English meaning*
понедельник	po-ne-dél'-nik	Monday
вторник	vtór-nik	Tuesday
среда	sre-dá	Wednesday
четверг	chet-vérg	Thursday
пятница	pyát-ni-tsa	Friday
суббота	sub-bó-ta	Saturday
воскресенье	vos-kre-sén'-ye	Sunday

Russian	*Day of Week*	*Etymology or Origins of Russian Words for Days of the Week*
понеде́льник	1st	по - (prefix) indicates the beginning of action неде́ля - week po+negelya = at the beginning of the week
вто́рник	2nd	второ́й - second
среда́	3rd	середи́на- middle (noun) сре́дный - middle (adj.)
четве́рг	4th	четы́ре - four (number) четвёртый - fourth
пя́тница	5th	пять - five
суббо́та	6th	subbóta - cognate from Latin *sabbatum*, Greek *sabbaton*, which come from Hebrew *shabbath* (day of rest) and *shabhath* (to rest)
воскресе́нье	7th	воз (вос) - (prefix) indicates the movement of action upward, creation of something anew крест - cross воскресать - to rise again, rise from the dead, воскресе́ние - resurrection or revival (воскресенье refers to the resurrection of Christ)

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CALENDAR QUESTIONS

Examine this calendar page. Answer the questions.

январь 1991

понедельник		3	10	17	24	31
вторник		4	11	18	25	
среда		5	12	19	26	
четверг		6	13	20	27	
пятница		7	14	21	28	
суббота	1	8	15	22	29	
воскресенье	2	9	16	23	30	

	Write in Russian	Write in English
What month is this?	_____	_____
What day is the 6th?	_____	_____
What day is the 24th?	_____	_____
What day is the 29th?	_____	_____
What day is the 9th ?	_____	_____
What day is the 13th?	_____	_____
What day is the 18th	_____	_____
What day is the 7th	_____	_____
What date is the 2nd Tuesday?		_____
What date is the 3rd Thursday?		_____
What date is the first Monday?		_____
What date is the 4th Sunday?		_____
What holiday is the first Saturday of this month?		_____

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SAMPLE CALENDAR PAGE

Choose a month. On this Russian calendar page, write the month's name in Russian on the line before 199____. Fill in the year and the dates. Draw a scene from the month's weather or special holiday.

_____ 199__

понедельник						
вторник						
среда						
четверг						
пятница						
суббота						
воскресенье						

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EVERYDAY EXPRESSIONS

Introduction

Since Russian grammar and syntax are complex, it is impossible to teach children to converse in Russian in just a few classes. But it is possible to stimulate children's interest with basic expressions and phrases that can help them express simple ideas in Russian. This lesson enables students to make up sentences without having to conjugate verbs. Challenge students with sentences to translate from Russian to English. Find a Russian speaker in your community to help students develop conversation skills.

Objectives

Students will be able to:

- Learn common expressions in Russian;
- Practice speaking Russian;
- Read and translate simple sentences in Russian.

Grade Level

K-8

Time

One class period

Materials

Cassette side A, lesson 6
Handout #38, "Everyday Expressions"
Handout #39, "More Everyday Expressions"
Handout #40, "Translation"

Procedure

1. Begin the activity by listening to cassette side A, lesson 6, "Everyday Expressions." Repeat.

2. Give students Handout #38, "Everyday Expressions." Listen again to lesson 6 on the tape while reading the written phrases.

3. Give students five minutes to practice these expressions with a partner.

4. Drill students by asking them to give the Russian for expressions. Example: "Who can tell me how to say 'good morning' in Russian?"

5. Give students Handout #39, "More Everyday Expressions." Read these together. Practice. Combine phrases and expressions from Tables 1, 2, and 3.

6. Explain the meaning of translate. It is the act of expressing a word or sequence of words systematically in another language to convey the original meaning. A translation usually refers to the translated version of a text in written form. To simultaneously interpret is to translate orally following the main speaker sentence by sentence or paragraph by paragraph.

7. Give students Handout #40, "Translation" which includes easy phrases, expressions, and sentences to translate from Russian into English. For grades K-3, conduct this activity at the chalkboard with group participation. Encourage grades 4 and up to translate individually or in pairs as an assignment. Discuss the next day in class.

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Follow-up

1. Use introductory illustrated Russian language books to broaden vocabulary and simple expressions. See the Bibliography for possibilities.

2. Read the first children's book jointly written and illustrated by Russian and an American, Frank Asch and Vladimir Vagin, Here Comes the Cat!. The book is referenced in the Bibliography. Read the bilingual captions. Discuss interpretations of the story. Encourage students to make their own books, Here Comes the . . .! Substitute different animals or people for the cat (i.e., Here Comes the Elephant! or Here Comes a Clown! Or write short, original bilingual books.

3. Locate a person in your area who has a pen pal in Russia. Photocopy a letter (preferably printed). Can your students understand any of the Russian? Use a Russian-English dictionary.

4. Try to compose a letter in Russian. Helpful is A Phrase and Sentence Dictionary of Spoken Russian (Russian-English English Russian) NY: Dover Publications, Inc., 1958.

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EVERYDAY EXPRESSIONS

Here are the expressions you heard on the cassette tape (Russian lesson 6).

Russian	*Pronunciation*	*English meaning*
Приве́т.	Pri-vyét	Hello.
Как дела́?	Kak de-lá?	How are you?
До́брое у́тро.	Dó-bro-ye ú-tro.	Good morning.
До́брый день.	Dó-bryi dyen'.	Good afternoon.
До́брый ве́чер.	Dó-bryi vyé-cher	Good evening.
Споко́йной но́чи.	Spo-kói-noi nó-chi.	Good night.
Хорошо́.	Kha-ra-shó.	Okay
Дава́й игра́ть.	Da-vái i-grát'.	Let's play.
Извини́те.	Iz-vi-ní-tye.	Excuse me.
Пожа́луйста.	Po-zhá-lui-sta.	Please.
Спаси́бо.	Spa-sí-ba.	Thank you.
Как вас зову́т?	Kak vas za-vút?	What's your name?
Меня́ зову́т А́нна.	Me-nyá za-vút Ań-na.	My name is Anna.
Меня́ зову́т Никола́й.	Me-nyá za-vút Ni-ko-lái.	My name is Nicholas.
Где вы живёте?	Gdye vy zhi-vyó-te?	Where do you live?
Я живу́ в Вэрмо́нте.	Ya zhi-vú v Ver-món-te.	I live in Vermont.
Я живу́ в Сове́тском Сою́зе.	Ya zhi-vú v So-vyét-skom So-yú-ze.	I live in the Soviet Union.
Я люблю́ чита́ть.	Ya lyu-blyú chi-tát'.	I love to read.
Я люблю́ тебя́.	Ya lyu-blyú tye-byá.	I like you.
Норма́льно.	Nor-mál'-no.	That's cool.
Молодцы́	Mo-lod-tsý.	Fine (excellent) kids!

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MORE EVERYDAY EXPRESSIONS

TABLE 1

These phrases were chosen to help you create sentences without having to conjugate verbs (complex in Russian). Read and practice.

Мне интере́сно	Mnye in-te-reś-na.	It's interesting to me
Мне ску́чно	Mnye skúch-na	It's boring for me
Мне тру́дно.	Mnye trúd-na	It's difficult for me .
Мне легко	Mnye likh-kó	It's easy for me
Мне на́до	Mnye ná-da	I must
Мне нра́вится	Mnye nrá-vit-sya	I like to
Мне не нра́вится	Mnye ni nrá-vit-sya	I don't like to
Мне хо́чется	Mnye khó-chet-sa	I want to
Мне не хо́чется	Mnye ni khó-chet-sa	I don't want to
Мне пора́	Mnye pa-rá	It's time for me

TABLE 2

Challenge: Practice using different pronouns (dative case) with expressions in Table 1, for example: **Тебе хочется** (You like to), **Нам надо** (We must), **Ему трудно** (it's difficult for him). Use Table 2 as a guide.

Мне пора́ (+ verb infinitive)	Mnye pa-rá	It's time for me (I've got to)
Тебе пора́	Te-bé pa-rá	It's time for you (singular)
Ему пора́	Ye-mú pa-rá	It's time for him
Ей пора́	Yei pa-rá	It's time for her
Нам пора́	Nam pa-rá	It's time for us
Вам пора́	Vam pa-rá	It's time for you (plural)
Им пора́	Im pa-rá	It's time for them

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TABLE 3

Table 3 lists verb phrases (verb infinitive + noun or adverb). Now you can create dozens of sentences in Russian by combining these verb phrases with expressions in Table 1 and pronoun forms in Table 2.

чита́ть кни́гу (книги)	chi-tát' kní-gu (kní-gi)	to read a book (books)
смотре́ть телеви́зор	smo-trét' te-le-vi-zor	to watch television
слу́шать музыку	slú-shat' mú-zy-ku	to listen to music
писа́ть письмо	pi-sát' pis-mó	to write a letter
говори́ть по-ру́сски	ga-va-rit' po-rús-ski	to speak Russian
занима́ться мно́го	za-ni-mát-sya mnó-ga	to study hard (a lot)
идти́ домой	id-ti da-mói	to walk home
ходи́ть в школу	kha-dit' f skó-lu	to go to school.
е́хать на велосипе́де	yé-khat' na ve-lo-si-pé-de	to ride a bicycle
игра́ть в те́ннис	i-grát' tén-nis	to play tennis
игра́ть на роя́ле	i-grát' na ra-yá-le	to play piano

Here are words and expressions people always want to know:

да	da	yes
нет	nyet	no
Правда (правда?)	Prav-da	It's true (is it true?)
Здравствуйте!	Zdrávst-vui-te	Hello (health to you)!
Как поживаете?	Kak pa-zhi-vá-ye-te?	How are you?
До свидания!	Da svi-da-ni-ya	Goodbye!
Пока́!	Pa-ká!	So long!
мороженое	ma-ró-zhe-no-ye	ice cream

Challenge: Practice saying expressions in Table 1 with verb phrases in Table 3. For extra practice, write the sentences in Russian.

Challenge: Practice saying expressions in Table 2 with verb phrases in Table 3. For extra practice, write the sentences in Russian.

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TRANSLATIONS

1. Здравствуйте. _____
2. До́брое у́тро. _____
3. Как вас зову́т? _____
4. Меня́ зову́т Никола́й. _____
5. Дава́й игра́ть в теннис. _____
6. Хорошо́. Мне нра́вится игра́ть в те́ннис. _____
7. Анна, мне пора́ идти́ домой. _____
8. Тебе́ на́до занима́ться мно́го? _____
9. Нет, мне хо́чется слу́шать му́зыку. _____
10. Я люблю́ игра́ть на рояле. _____
11. Нам интере́сно говори́ть по-ру́сски. _____
12. Вам тру́дно чита́ть и (and) писа́ть по-ру́сски. _____
13. Ему хо́чется е́хать на велосипе́де в шко́лу. _____
14. Им интере́сно смотре́ть телеви́зор. _____
15. Ей пора́ чита́ть кни́гу. _____
16. Ему́ легко́ писа́ть кни́гу? _____
17. Где вы живёте? _____
18. Я живу́ в Москве́. _____
19. Я люблю́ моро́женое. _____
20. Тебе́ не хо́чется моро́женое? _____
21. Нет, спаси́бо. Мне пора́ идти́ в шко́лу. _____
22. Мне надо писа́ть мно́го. _____
23. Пра́вда? Да. _____
24. До свида́ния! _____
25. Пока́! _____

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A POEM BY SAMUEL MARSHAK, "THE BALL"

Introduction

Children in Russia memorize poetry, beginning in nursery school. Many illustrated volumes of children's poetry are published in Russia each year, not only in the Russian language, but also in languages of the major ethnic groups within Russia. In contemporary Russian society poets are lionized, as they have been historically. Poetry readings are widely attended. They can be compared to rock concerts in the United States for their popularity. Rare editions of poetry volumes are valuable collectors' items. Recordings of poets reading their own poems or actors reading poetry are very popular.

Objectives

Students will be able to:

- Build upon reading skills developed in lessons 1-7;
- Experience the challenge of translating poetry from one language into another;
- Learn about Russian parts of speech.

Grade Level

K-8

Time

One class period
Optional one class period to hand letter and illustrate the poem

Materials

Cassette side A, lesson 8
Handout #41, "The Ball"
Cassette side A, lesson 9
Handout #42, "Tikhaya Skazka" (A Quiet Fairy Tale)
Cassette side B
Handout #43, "Doktor AiBolit"

Procedure

1. Begin the activity by listening to the cassette side A, lesson 8, "The Ball." Repeat it several times along with the native speaker.

2. Give students Handout #41, "The Ball", page 1 (text of the poem). Play the tape again and encourage them to recite the poem with the native speaker while they look at the printed text.

3. Talk about the poem's translation. Discuss the challenge of preserving the original rhyme and meter of the original Russian.

4. Distribute page 2 of Handout #41, "The Ball" and analyze parts of speech in the poem: nouns, pronouns, prepositions, adjectives, verbs, and adverbs.

5. As a group activity, work on a translation of the poem that captures the feeling and meter of the original in Russian.

6. Optional: Have students hand letter and illustrate the poem for a class display.

Follow-up

1. Listen to cassette side A, lesson 9, "A Fairy Tale," by Samuel Marshak. Listen several times and try to memorize it. Give students Handout #42,

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"Tikhaya Skazka" (A Quiet Fairy Tale), only after they can recite it fairly smoothly after the native speaker.

2. Ask children if they know any stories about veterinarians, or doctors who travel around the world helping people and animals. Tell them one of the Soviet children's favorite stories is Doktor AiBolit, a story about a doctor who travels around the world helping wild exotic creatures as well as the most common animals.

3. Listen to the excerpt from the musical version of the story on the tape, side B.

4. Read the children the transliteration, and then, the translation of this spoken section of the Doktor AiBolit.

5. Listen to the excerpt from Doktor AiBolit again, tell students to listen carefully for familiar words that the teacher has read in transliterated form. Repeat if necessary. Distribute Handout #43, "Doktor AiBolit" for children to read as they listen. Ask:

- What words were you able to understand during the song? Could you hear at least the words, "Doktor AiBolit"? Did you hear the phrase, "on lyu-bil svier-yei"? Did the word "lyu-bil" remind you of the word "lyu-blyu" in the expression, "Ya lyu-blyu ti-bya"? "On lyu-bil" means "he loved" and "Ya lyu-blyu" means I love (like)."
- Did you hear the phrase, "Zhil-byl dok-tor. On byl dob-ryi."? "Doktor" means "doctor". Do you know what "dob-ryi" means? Remember the phrases you learned earlier:
    - "dob-roye utro" means good morning.
    - "dob-ryi dyen" means good day.
    - "dob-ryi vye-cher" means good evening.
    - "On byl dob-ryi" means he was kind, or good.
    - "Dob-ryi" in Russian can mean "good" or "kind". Do these words mean the same thing in English? Can a day be kind?

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THE BALL

Мой
Весёлый,
Звонкий
Мяч,
Ты куда
Помчался
Вскачь?

Ты
Пятнадцать
Раз
Подряд
Прыгал
В угол
И назад.

Жёлтый,
Красный,
Голубой,
Не угнаться
За тобой!

А потом
Ты покатился
И назад
Не воротился.

Я
Тебя
Ладонью
Хлопал.
Ты
Скакал
И звонко
Топал.

Покатился
В огород,
Докатился
До ворот,
Подкатился
Под ворота,
Добежал
До поворота.

Там
Попал
Под колесо,
Лопнул,
Хлопнул —
Вот и всё!

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The Ball, by Samuel Marshak.

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THE BALL

Translated by Patricia Winpenny

My happy, noisy ball,
Where have you sped along at a gallop?

Yellow, red, light blue,
I can't keep up with you.

I slapped you with the palm of my hand,
You jumped and noisily bounded away.

Fifteen times in a row
you bounded into the corner and back.

And then you rolled along
and didn't come back.

You rolled along into the vegetable garden,
You rolled up to the gates,
You rolled under the gates,
You ran right up to the curve.

There you got caught under a wheel,
burst, popped -
There, that's all!

Use English and Russian versions of "The Ball" to answer the following questions.

Can you find adjectives in this poem? Adjectives end with the vowels.

Write the Russian Adjective	Pronunciation	English Meaning
_____	ve-syo-lyi	happy
_____	zvon-kii	noisy
_____	zhyol-tyi	yellow
_____	kras-nyi	red
_____	go-lu-boi	light blue

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Can you find nouns in this poem? Note: Russian has five declensions for nouns, which change the noun endings. There are different endings for feminine, masculine, and neuter nouns and for singular and plural cases.

Write the Russian noun.	Pronunciation	English Meaning
_____	myach	ball
_____	la-don' (yu)-declined	palm of hand
_____	u-gol	corner
_____	o-go-rod	vegetable garden
_____	vo-ro-ta	gate
_____	ko-le-so	wheel

Can you find pronouns in this poem?

Write the Russian pronoun.	Pronunciation	English Meaning
_____	moi	my
_____	ty	you
_____	to-boi	you (declined form)
_____	te-bya	you (declined form)
_____	ya	I

Can you find prepositions in this poem?

Write the Russian preposition.	Pronunciation	English Meaning
_____	za	after
_____	v	into
_____	do	up to
_____	pod	under

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Can you find verbs in this poem? Verb infinitives end with t' and reflexive verbs with t'sya. Past tense verbs conjugated in the first and third person masculine singular forms drop the t' and add L (reflexive) past tense verbs likewise add L, plus "sya".

Write the Russian verb.	Pronunciation	English Meaning
_____	pom-chal-sya	raced, sped along
_____	ug-nat'-sya	to keep up with
_____	khlo-pal	slapped (bounced)
_____	ska-kal	jumped
_____	to-pal	stamped
_____	pry-gal	bounced
_____	po-ka-til-sya	rolled along
_____	vo-ro-til-syare	turned, came back
_____	do-ka-til-sya	rolled up to
_____	pod-ka-til-sya	rolled under
_____	do-be-zhal	ran up to
_____	po-pal (+pod)	got caught (+ under)
_____	lop-nul	burst
_____	khlop-nul	popped

Can you find adverbs in this poem?

Write the Russian adverb	Pronunciation	English Meaning
_____	vskach'	at a gallop
_____	zvon-ko	noisily - as if ringing
_____	pod-ryad	in a row
_____	na-zad	back, away
_____	po-tom	then
_____	tam	there

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"TIKHAYA SKAZKA" (A QUIET TALE)

NOTE: On the tape the speaker identifies the animal in the poem as a porcupine. Actually, the word ЕЖ translates as hedgehog. The porcupine and hedgehog are similar in that they are both covered with spiny quills. However, the porcupine is a rodent from the genus Hystrix. The hedgehog is a mammal from the genus Erinaceus. Its name comes from the fact that it has a snout like a pig and lives in hedges.

The hedgehog rolls itself into a ball for protection, spines outward. That is what happens in the middle stanzas of this long poem by Marshak when a wolf threatens them on their walk.

Here is a translation of the first three and the last stanzas of the poem, followed by a page of the Russian text.

A Quiet Fairy Tale

You will read this fairy tale
Quietly, quietly, quietly...
Once upon a time lived a grey hedgehog Yozh
And his wife Yezhika.

Our grey Yozh was very quiet
And Yezhika, too.
And they had a baby hedgehog -
A very quiet Yozhik.

This little family strolled
One night along a wooded path,
Father Yozh, Mother Yezhika
and Baby Yozhik.

(middle stanzas about their frightful encounter
with a wolf are not included on the tape)

To their forest home will return Yozh,
Yozhik and Yezhika,
If you read this fairy tale
Quietly,
Quietly,
Quietly...

S. Marshak, To Children. Translation by P. Winpenny.

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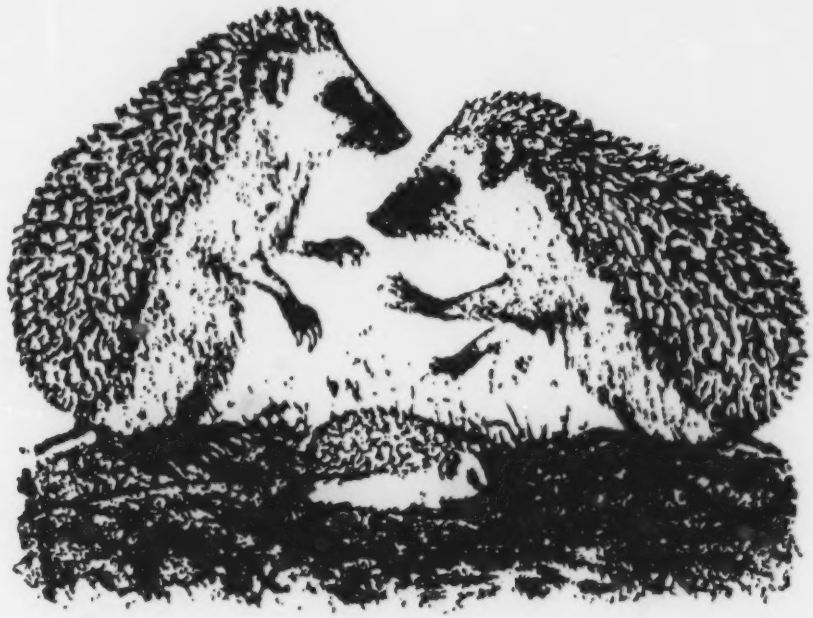
ТИХАЯ СКАЗКА



Эту сказку ты прочтёшь
Тихо, тихо, тихо...
Жили-были серый ёж
И его ежиха.

Серый ёж был очень тих
И ежиха тоже.
И ребёнок был у них —
Очень тихий ёжик.

Всей семьёй идут гулять
Ночью вдоль дорожек
Ёж-отец, ежиха-мать
И ребёнок-ёжик.

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DOKTOR AIBOLIT

Zhil-byl dok-tor.
Once upon a time there lived a doctor.

On byl dob-ryi.
He was kind (good)

Zva-li ye-vo Ai-Bo-lit.
They called him "AiBolit", "Ouch-It-Hurts".

Bol-shye vsye-vo na svye-tye.
More than anything else in the world.

On lyu-bil zvyer-yei.
He loved animals.

V kom-na-tye u nye-vo zhi-li zai-tsy.
In his room there lived rabbits.

V shka-fu u nye-vo zhi-la byel-ka.
In the wardrobe there lived a squirrel

Na di-va-nye zhil ko-lyu-chii yosh.
On the sofa there lived a prickly hedgehog.

V sun-du-kye zhi-li bye-ly-ye mysh-y.
In the trunk (chest) there lived some white mice.

No iz fsyekh svo-ikh zvyer-yei.
But of all his animals.

Dok-tor lyu-bil bol-she fse-vo so-ba-ky Av-vu.
Doctor loved most of all his dog Avva.

Ei po-pu-gai Ka-ru-do.
And the parrot Karudo.

On byl o-chin dob-ryi dok-tor.
He was a very kind doctor.

On lye-chil zvyer-yei.
He cured animals.

1984, Children's Arts Exchange.

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WRITING YOUR NAME IN RUSSIAN

Introduction

This lesson expands the students' ability to read and write in Russian. First, review a few Russian words from previous lessons. Then, encourage students to work as a group to decode or read some common American and Russian names written on the chalkboard. Next, encourage students to guess (that is, read) their classmates' names the teacher has written in Russian on the chalkboard. Finally, ask for student volunteers to come to the chalkboard to write their first and last names phonetically in Russian. (Please note that there is no parallel lesson 9 on the cassette tape).

Objectives

Students will be able to:

- Read common American and Russian names written in Russian;
- Encode or write their own name phonetically in Russian.

Grade Level

1-8

Time

One to two class periods

Materials

Chalkboard
Russian alphabet on display above or near chalkboard (found in activity entitled "The Russian Alphabet")
List of students' names written in Russian (composed by teacher)
Handout #44, "American and Russian Names"

Procedure

1. Begin the activity by asking students to guess the first word babies learn to say in Russian (MAMA); the second word ([]A[]A). Suggest the third word is "I" (Я) and the fourth word is milk (МОпОКО). Write these words on the chalkboard.

2. Explain that Russian children gradually learn to read at home, surrounded by the spoken language, books, magazines, and TV. Remind your students they've already learned quite a few words in Russian. Conduct a brief review either by writing the following words on the chalkboard, or holding up prewritten word cards, and asking students for pronunciation and meaning.

трактор	радио
кот	телевизор
Африка	банан
лимон	спорт
доктор	школа (school)
жук (bug)	эхо (echo)

3. Children are very eager to learn what their name is in Russian. Some Russian names are similar to those used in the U.S. Others are different and distinctive. Write Russian names on the chalkboard one at a time (alternating from girls' to boys' names), and ask class to pronounce them.

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Popular Russian Girls' names		Popular Russian Boys' names	
Анна	Anna	Антон	Anton
Олга	Olga	Иван	Ivan
Лариса	Larisa	Миша	Misha
Таня	Tanya	Саша	Sasha
Галя	Galya	Виктор	Viktor
Лиза	Liza	Пётр	Piotr
Катя	Katya	Сергей	Sergei
Нина	Nina	Николай	Nikolai
Анастасия	Anastasya	Владимир	Vladimir

4. Next, write American names one at a time on the chalkboard in Russian (alternating between girls' and boys' names) and ask students to guess the name by trying to read them in Russian.

Эмма	Emma	Марк	Mark
Карен	Karen	Ричард	Richard
Эшли	Ashley	Джонни	Johnny
Мэган	Megan	Бретт	Brett
Ванесса	Vanessa	Кристофер	Christopher

5. Using the list of students' names in Russian that the teacher (or a Russian speaker) has transliterated into Russian beforehand, select a name, write it on the chalkboard, and ask students to guess whose name it is (use first names). Ask students to copy the name in Russian on a sheet of paper. Proceed through the list, but not in alphabetical order. If the class is enthusiastic, at some point in this exercise, students can volunteer to come to the chalkboard to write their name in Russian.

Follow-up

1. Have student make a name tag including first and last name in Russian. Names can be written phonetically, or substituting the Russian. Some phonetic renderings of names are: **Барбара, Катэрин, Эндру, Майкл** / Barbara, Katherine, Andrew, Michael. Russian equivalents for these names: **Варвара, Экатерина, Андрей, Михайл**/ Varvara, Ekaterina, Andrei, Mihail.

If there is no Russian speaker on hand to guide you, use class consensus for spellings. Also, refer to Genevra Gerhart, The Russian's World: Life and Language (See Bibliography). Gerhart gives a thorough explanation of Russian names: first name with diminutives and nicknames, patronymic and last name.

2. Compile a list of class names in Russian in random, not alphabetical, order. Use as a worksheet or quiz for students, or as a handout for parents during a Russian Festival or open house.

3. For an alphabet game listing Russian names, see Kristine Kershul, Russian in 10 minutes a Day (See Bibliography).

4. Find out what typical names are in the fourteen newly independent states. Some examples are: Juozas Nekroshius (m), Irina Zhviljuvene (f) - Lithuania; Mar Vint (f), Georg Ots, (m) - Estonia; Revas Arveladze (m), Iamze Bezhanishvili (f) - Georgia; Timur Mukhammedov (m) - Kazakhstan, Chinghiz Aitmatov (m) - Kirghizia; and Aram Katchaturyan (m) - Armenia.

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AMERICAN AND RUSSIAN NAMES

Popular Russian Girls' names		Popular Russian Boys' names	
Анна	Anna	Антон	Anton
Олга	Olga	Иван	Ivan
Лариса	Larisa	Миша	Misha
Таня	Tanya	Саша	Sasha
Галя	Galya	Виктор	Viktor
Лиза	Liza	Пётр	Piotr
Катя	Katya	Сергей	Sergei
Нина	Nina	Николай	Nikolai
Анастасия	Anastasya	Владимир	Vladimir

American Names Written in Russian

Эмма	Emma	Марк	Mark
Карен	Karen	Ричард	Richard
Эшли	Ashley	Джонни	Johnny
Мэган	Megan	Бретт	Brett
Ванесса	Vanessa	Кристофер	Christopher

Examples of American Last Names Written in Russian

Адамс - Adams	Хонг - Hong	Миллэр - Miller
Биалеки - Bialecki	Хопкинс - Hopkins	Филлипс -Phillips
Кадуйэлл - Cadwell	Джаксон - Jackson	Смит - Smith
ДиПаола - DiPaola	Джоунс - Jones	Тобин - Tobin
Голдберг - Goldberg	МэкКлоски-McClosky	Уйиллямс - Williams

Write your first name in Russian: _____

Write your last name in Russian: _____

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WORKSHEET

Russian Girls' Names	Write in English	Russian Boys' Names	Write in English
Надежда		Антон	
Таня		Миша	
Татьяна		Михайл	
Тамара		Павел	
Люда		Слава	
Людмила		Владислав	
Клара		Игор	
Елена		Максим	
Юлия		Фёдор	
Евгения		Роман	
Вера		Евгений	
Наташа		Никита	
Наталья		Дима	
Надя		Дмитри	
Александра		Сэша	

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PART 4
RUSSIAN LITERATURE, FOLKTALES AND CUSTOMS

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THE HUGE ENORMOUS TURNIP

Introduction This story by Aleksei Tolstoi illustrates what can happen when people cooperate. It shows that even the smallest creature can make the critical difference when the task is large enough.

Objectives Students will be able to:

- Recognize a universally used story structure;
- Integrate some newly learned Russian words into a meaningful story;
- Explore the meaning of cooperation, in its social and political sense, through literature.

Grade Level K-8

Time One class period

Material Handout #45, "The Huge Enormous Turnip"

Procedure

1. Either read the story to the children or distribute copies of Handout #45, "The Huge Enormous Turnip" to everyone.

2. Ask students the following questions: What does this story show about the relationship of physical strength to physical size?

Can you think of tasks that require your whole family to accomplish? Your whole classroom? Whole school? Whole town? Whole country?

By cooperating, the family, their pets, and the mouse were able to accomplish an enormous task. Can you think of any other stories about cooperation? (The Sloth's Birthday Party by Diane Redfield Massie).

Follow-up

Grades K-8:

1. Illustrate this story. Cooperate as a class to make a mural. Divide tasks among students. For an example of illustrations, see The Great Big Enormous Turnip, by Alexei Tolstoi.

2. See the recently published book by Charles Mikolaycak, Babushka. Then look at Tomie DePaoli's book Strega Nona. Is Strega Nona a "babushka"?

Grades 4-8:

3. Reflect on the phrase "One vote can make the difference." Have you every heard a dismayed citizen cry out because he did not think his one vote made a difference; but on the day after an election, he discovers the issue or candidate he supported lost by one vote?
What big issues are there facing our country that can be represented by the huge, enormous turnip? Identify the steps in the democratic political process of resolving a giant issue (i.e., disarmament, the national deficit, milk price supports). Who is the grandfather, who is the mouse?

4. What other solutions could the dedushka have turned to to uproot the turnip (i.e., modern technology--backhoe)? Do people turn to one another as much for help now as in the time when this folktale was written?

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THE HUGE ENORMOUS TURNIP

A Russian story by Aleksei Tolstoi,
Adapted by Patricia Winpenny

Once upon a time there lived an old
grandfather and grandmother,
dedushka (de-dush-ka) and babushka (ba-bush-ka)

One spring day dedushka planted a turnip,
and said, "Grow little turnip seed,
grow big and sweet."

And the turnip grew up big and sweet,
and huge and enormous.

Then one day, dedushka went to
pull it up.

He pulled and pulled again, but he could
not pull it up.

So he called babushka for help.

Babushka pulled dedushka,
dedushka pulled the turnip,

They pulled and pulled, but could
not pull it up.

So babushka called her granddaughter,
vnuchka (vnuch-ka).

Vnuckha pulled babushka,
babushka pulled dedushka,
dedushka pulled the turnip.

They pulled and pulled and pulled,
but could not pull it up.

So, vnuchka called the dog,
sobaka (so-ba-ka).

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Sobaka pulled vnuchka,
vnuchka pulled babushka,
babushka pulled dedushka,
dedushka pulled the turnip.

They pulled and pulled and pulled and pulled,
but could not pull it up.

So, sobaka called the cat, koshka (kosh-ka)

Koshka pulled sobaka,
sobaka pulled vnuchka,
vnuchka pulled babushka,
babushka pulled dedushka
dedushka pulled the turnip.

They pulled and pulled and pulled and pulled,
and pulled,
but could not pull it up.

So, koshka called the mouse, myshka (mysh-ka)

Myshka pulled koshka,
koshka pulled sobaka,
sobaka pulled vnuchka,
vnuchka pulled babushka,
babushka pulled dedushka,
dedushka pulled the turnip.

They pulled and pulled and pulled and pulled
and pulled and pulled,

AND AT LAST THEY P-U-L-L-E-D IT UP!

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TWO FRIENDS

Introduction Count Lev Nikolaevich Tolstoi (1828-1910) wrote many fables an stories for Russian children. Better known as the author of War and Peace and Anna Karenina, Lev Tolstoi is also referred to by the anglicized name, "Leo Tolstoy," On his estate outside of Moscow, named 'Yasnaya Polyana,' Tolstoi opened the first school in Russia for peasant and serf children. He created a school that emphasized creativity, moral values, and respect for nature and agriculture. As Aesop wrote in the late sixth century B.C., so Tolstoi wrote children's fables to convey a sense of morality in the nineteenth and early twentieth centuries.

Objectives Students will be able to:

- Become familiar with a tale for children by Lev Tolstoi;
- Discuss the meaning of friendship

Grade Level Kindergarten and higher

Time 30 minutes

Materials Handout #46, "Two Friends"

Procedure 1. Read the story to the class

Debriefing Compare reactions. Ask children to imagine being the friend left on the ground to face the bear. What might they have done? What might their response be to the friend who climbed the tree?

Follow-up 1. Illustrate the Tolstoi tale.

2. Write a tale or fable with a moral ending.

3. Read *Fables*, by Arnold Lobel.

4. Read another version of this tale, "*The 'Dead' Man and the Bear*," and other stories for children by Lev Tolstoi in: Tolstoi, Leo. *The Lion and the Puppy and Other Stories for Children*, Translated by James Riordan and Illustrated by Claus Sievert. New York: Seaver Books, Henry Holt and Company, 1988.

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"TWO FRIENDS"

Two friends were walking through the forest. Suddenly a bear came straight toward them. One man took to his heels, climbed up a tree and hid himself, leaving his friend behind.

What should he do? It was too late to get away.

Shaking with fear, he remembered that bears don't touch dead creatures, so he fell to the ground and pretended to be dead. The bear came right up to him, confused. The man stopped breathing. The bear poked his toes and fingers, sniffed his face, and finally walked away.

When the bear was totally out of sight, the first man came down out of the tree, and laughed, "What did that bear whisper in your ear?"

The second friend replied, "The bear warned me about bad people who run away from their friends when there's danger."

Translated from the Russian, in: Tolstoi, Lev. Fables, Tales and Stories and A Captive in the Caucasus, by Lev Tolstoi, 2nd edition, edited by E. Vladimirsky and V. Zaitsev. Moscow: Foreign Languages Publishing House, 1970, pp. 9-10.

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THE GIRL AND THE MOON MAN: A Chukchi Folk Tale

Introduction There once lived a Chukchi man who had only one child, a daughter. She spent every summer watching over father's herd of deer, and every winter alone she took the herd far away. Once the Moon Man threatened to carry her away. She hid and he exhausted himself searching for her. She set him free when he promised to stay in the sky forever and light it the earth at night. This gave people seasons. The Russian word for moon, "luna," comes from the same Latin word and is related to the English word, "lunar."

Objectives Students will be able to:

- Become familiar with a folktale of the Chukchi people of Siberia;
- Use an ancient folktale to learn about the geography and culture of Siberia.

Grade Level 4 and higher

Time 1 hour

Materials World map
Handout #47, "The Girl and The Moon Man"

Procedure

1. On a map of Russia, find the Chukotka peninsula in the Russian far northeast. It borders on the Arctic Ocean and the Bering Sea. How close is it to the Arctic Circle?

2. Discuss possible livelihoods of the people here. The people are called "Chukchi." They are a Palaeoasiatic people. Primarily, they are herders, hunters and fishermen.

3. Discuss the longest days and longest nights at the Arctic Circle. In winter months, why would the moon be so important to Chukchi draught-deer herders living on the tundra?

4. Read the folktale on Handout #47, "The Girl and The Moon Man."

Debriefing Compare your feelings and reflections at the beginning and end of the story.

Follow-up

- Discuss reactions of girls and boys to the story. Do girls find it more menacing?
- Look at a lunar calendar. What are the phases of the moon? How do the phases of the moon affect us?
- Read "The Month Brothers" by Samuel Marshek (see bibliography). Compare and contrast the folk interpretations of natural phenomena now explained by science to explain what causes the seasons.
- Use this story to launch a discussion of Russian and American competition and cooperation in space. Read *The Three Astronauts* by Emberto Eco and Eugenio Carmi. (See bibliography).

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THE GIRL AND THE MOON MAN
A Chukchi Folk Tale

There once lived among the Chukchi a man who had only one child, a daughter. The girl was her father's best helpmate. She spent every summer far away from the camping grounds, watching over her father's herd of deer, and every winter she would take the herd even farther. Only once in a while would she return to the camp for food.

One night, as she was riding to the camp, her draught-deer lifted his head and glanced up at the sky.

"Look! Look!" he cried.

The girl looked up and saw the Moon Man coming down the sky on a sleigh drawn by two reindeer.

"Where is he going and why?" the girl asked.

"He wants to carry you away," the deer replied.

The girl was much alarmed.

"What am I to do? He might really carry me off with Him!" she cried.

Without a word the draught-deer began raking away the snow with his hoof until he had scooped out a hole.

"Come, get into this hole, quick!" he said.

The girl got into the hole, and the deer began kicking snow over her. Very soon the girl had vanished, and there was only a mound of snow to show where she had been.

The Moon Man came down from the sky, stopped his reindeer and got out of his sleigh. He walked all around, looking about him and searching for the girl, but he could not find her. He even went up to the mound and looked at the top of it, but he never guessed what it was.

"How very strange!" said the Moon Man. "Where could the girl have got to? I cannot find her. I think I'll go away now and come down again later. I'll be sure to find her then and carry her away with me."

With this, he got into his sleigh, and his deer bore time to the sky.

As soon as he had gone, the draught-deer scraped the snow away, and the girl came out of the hole.

"Let us go to the camp quickly!" she said. "Or else the Moon Man will see me and come down again. I won't be able to hide from him a second time."

She got into her sleigh, and the draught-deer whisked her away as quick as lightning. They soon reached the camp, and the girl ran into her father's *choom*. But her father was out. Who would help her now?

Said the draught-deer:

"You must hide, for the Moon Man will be after us."

"Where shall I hide?" the girl asked.

"I will turn you into something - a stone, perhaps," said the deer.

"No, it won't do, he will find me."

"A hammer."

"That won't do either."

"A pole."

"No."

"A hair of the hide hanging over the door."

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"No, no."

"What, then? I know, I'll turn you into a lamp."

"All right."

"Well, then, crouch down."

The girl crouched down, the deer struck the ground with his hoof, and lo! -she turned into a lamp which burned so brightly that it lit up the *choom*.

Meanwhile the Moon Man had been searching for the girl among her deer, and he now came tearing onto the camping site.

He tied his own deer to a post, entered the *choom* and began looking for her again. He looked everywhere, but could not find her. He searched in between the poles that supported the top of the choom, he examined every utensil, every hair on the skins, every twig under the beds, every bit of earth on the floor, but the girl was nowhere to be found.

As for the lamp, he did not notice it, for though it shone brightly, the Moon Man was brighter still.

"Strange," said the Moon Man. "Where can she be? I will have to go back to the sky."

He went outside and began untying the deer. And he had climbed into his sleigh and was about to ride away when the girl ran up to the hanging of skins over the door, and leaning far out from under it, let out a peal of merry laughter.

"Here I am! Here I am!" she called to the Moon Man.

The Moon Man left his deer and rushed into the *choom*, but the girl had turned into a lamp again.

The Moon Man began to search for her. He looked over every twig and every leaf, every hair on the skins and every bit of earth, but find the girl he could not.

How very strange this was! Where could she be? It looked as though he would have to go back without her.

But no sooner had he left the *choom* and begun untying the deer than the girl leaned out from under the hanging skins again.

"Here I am! Here I am!" she called with a laugh.

The Moon Man rushed into the *choom* and began to look for her again. He searched for a long time, he rummaged through everything and turned the whole place upside down, but find her he could not.

And so weary was he from the search that he became thin and weak and could barely move his legs or lift his arms.

Now the girl was no longer afraid of him. She took her proper shape, bounded out of the *choom*, threw the Moon Man onto his back and bound his hands and feet with a rope.

"O-oh!" groaned the Moon Man. "You want to kill me, I know! Well, kill me, then! I deserve it, it is all my own fault, for I wanted to carry
you off. But before I die, cover me with skins and let me get warm, I am so chilled."

The girl stared at him surprised.

"You - chilled!" she said. "You who are homeless, who have no *choom*? Why, you belong in the open, and that is where you must stay. What need have you of my skins!"

Then the Moon Man began to plead with the girl, and this is what he said: "Since I am homeless, as you say, and doomed to be homeless for ever, set me free and let me roam the sky. I will be something for your people to watch, something to give them pleasure. Set me free, and I will serve as a beacon for your people and guide them across the tundra. Set me free, and I will turn night into day! Set me free, and I will measure the year for your people. First I will be the Moon of the Old Bull, then the Moon of the Birth of the Calves, then the Moon of the Waters, then the Moon of the Leaves, then the Moon of the Warmth, then the Moon of the Shedding of Antlers, then the Moon of Love among

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the Wild Deer, then the Moon of the First Winter, and then the Moon of the Shortening Days."

"And if I let you go free and you become strong and your hands and feet grow strong--will you not come down from the sky again and try to carry me off with you?" the girl asked.

"Oh, no, never!" the Moon Man cried. "I will try to forget the very road that leads to your *choom*. You are far too clever. I will never come down from the sky again. Only let me go free, and I will light up sky and earth!"

So the girl let the Moon Man go free, and he rose up into the sky and flooded the earth with light.

Folk Tales from the Soviet Union: The Russian Federation. Moscow: Raduga Publishers, 1986. pp. 140-149.

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THE GOLDEN CUP: A Buryat Tale

Introduction

In this tale, we learn about one harsh rule of a nomadic people. The Khan orders those who are too old and have become a burden to be left behind to die. However, one dutiful son who loves and respects his father immeasurable outwits the order of the Khan by following his father's cunning advice. The wisdom of the elderly father wins the respect of the cruel Khan, who changes his law.

Objectives

Student will be able to:

- Become familiar with a folktale of the Buryat people of Siberia;
- Use a folktale to learn about the geography and culture of Buryatia;
- Use story elements in an ancient folktale to foster understanding of contemporary issues.

Grade Level

4 and higher

Time

1 hour

Materials

World map
Handout #48, "The Golden Cup"

Procedure

1. On a map of Russia, find the Buryat region in Siberia (near Lake Baikal).

2. Discuss possible livelihoods of the people here. How did the geography (topography and climate) influence tribes to be nomadic?

3. Discuss the meaning of the phrase, "generation gap"? Do you feel that young people of most cultures think they know more than their elders? Why do many political leaders distrust or disregard the advice and experiences of the elderly?

4. Read the folktale on Handout #48, "The Golden Cup."

Debriefing

Compare your feelings and thoughts at the beginning and end of this story.

Follow-up

1. What have you learned from your grandparents or other elderly people in you community?

2. Discuss the role of the elderly in Russia and USA, especially the role of "babushka" or grandmother's role in helping to care for the grandchildren.

3. Compare medical care for the elderly in the USA and in Russia.

4. Does the Russian government provide any programs similar to Social Security in the USA?

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THE GOLDEN CUP
A Buryat Tale

Long, long ago there lived a mighty Khan named Sanad. One day he decided to more with all his people to new lands where the camping sites were better and the pastures richer. But the way to those lands was long and hard.

Before leaving, Sanad Khan ordered all the old people to be killed.

"They will be a burden to us on the way," he said. "Not one old man or woman must we have with us, not one must be left alive. He who does not carry out my command will be severely punished."

It was a cruel order, and the people's hearts were heavy, but they all feared the Khan and dared not disobey him.

Only one of Sanad Khan's subjects, a young man named Tsyren, vowed that he would not kill his old father.

Tsyren told his father that he would hide him in a large leather sack and carry him with him in secret from Sanad Khan and everyone else, too. And as for what might happen later, well, that was not to be thought of yet.

Sanad Khan left the old camping site and together with his people and herds set out for the far-off lands in the north. And with them, in a large leather sack slung across his horse's back, went Tsyren's old father. Unknown to the others, Tsyren gave his father food and drink, and whenever they made camp, they would wait until it was quite dark, untie the sack and let out the old man that he might rest and stretch his aching limbs.

So they rode for a long time till they reached the shores of a great sea, and Sanad Khan ordered his people to halt there and make camp.

Now, it so happened that one of the Khan's attendants went down to the water's edge and he saw something that sparkled and gleamed lying on the bottom. He took a closer look and could now make out that it was a large golden cup of unusual shape. So, being a loyal subject, back he went to the Khan and told him about it.

And Sanad Khan ordered the cup to be delivered to him at once. But since no one dared to dive into the sea, he gave orders that they draw lots.

The lot fell upon one of the Khan's own men. The man dived in, but he never came up again.

They drew lots again, and the man upon whom the lot fell this time leapt into the sea from the top of a steep cliff and was never seen again, either.

In this way many of Sanad Khan's people lost their lives.

But the merciless Khan did not so much as think of giving up his venture, and one after another all his obedient subjects dived into the sea and perished.

At last the turn of Tsyren came to dive in after the cup, but before doing so, he went to the place where he had hidden his father to bid him good-bye.

"Farewell, Father," said Tsyren. "We are going to die, both of us."

"Why do you say that? What has happened?" the old man asked.

Tsyren then explained that the lot had fallen upon him to dive to the bottom of the sea after the cup.

Tsyren then explained that the lot had fallen upon him to dive to the bottom of the sea after the cup.

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"Not one of those who dived in came up again," said he. "And so I am to perish in the sea by the Khan's orders, and you will be found here and killed by his servants."

The old man heard him out in silence.

"If this is allowed to continue, you will all be drowned without ever getting the golden cup," he said. "For there is no cup at the bottom of the sea. See that mountain there? Well, the golden cup is standing on its top. What you take to be the cup is only its reflections."

"What shall I do?" Tsyren asked.

"Climb the mountain and deliver the cup to the Khan. It should not be difficult to find, for it sparkles so that it can be seen from afar. But if you see that the mountain is too steep for you to climb, you must wait until some roe deer appear there. When they do, you must frighten them, and in their haste to get away they will push down the cup. Waste no time then, but snatch it up quickly, for if you don't it might fall into a deep ravine and be lost to you forever."

Tsyren thanked his father and at once made for the mountain.

It was not easy to climb, and Tsyren had to clutch at shrubs, trees and sharp rocks, scratching his face and hands and tearing his clothes as he did so. He saw the golden cup when he had all but reached the top. It stood on a high rock and sparkled in the sun.

Tsyren saw that he would never be able to reach it. And remembering his father's counsel, he stopped and waited for the roe deer to appear.

He had not long to wait. Several roes soon made their appearance on the rock and stood there gazing calmly down. Tsyren gave a loud shut. The roes were startled and began rushing to and fro, and in their haste to get away they pushed the golden cup. The cup came rolling down, and Tsyren caught it as it fell.

Pleased and happy, he made his way down the mountain, the cup in his hands, and, going up to Sanad Khan, placed it before him.

"How did you get this cup from the bottom of the sea?" the Khan asked him.

"It was not there that I found it," Tsyren replied, "but on the top of that mountain yonder. What we saw in the water was only the cup's reflection."

"Was it you yourself who came to think of it?" the Khan asked.

"Yes," Tsyren replied

The Khan asked him nothing more and let him go.

The following day, Sanad Khan and his people moved on.

After journeying for a long time they reached a great desert where the sun had baked the earth and burnt up the grass. There was no river anywhere to be seen and no spring, either, and the men and the cattle began to suffer from thirst.

Sanad Khan sent horsemen in all directions in search of water, but try as they would, no water could they find. The people did not know what to do and were filled with despair.

Tsyren made his way to where he had left his father.

"What are we to do, father?" he asked. "We are all dying of thirst, and so are the cattle."

Said the old man:

"Let a three-year-old cow roam about at will and watch it closely. Wherever it stops and starts sniffing at the ground, there you must dig."

Tsyren did as this father said. He let loose a three-year-old cow and watched as it wandered from place to place. And as soon as it stopped and began sniffing at the earth, he called to the others and told them that there was water to be found there.

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They began digging, and low and behold! - cool, clear water gushed out from an underground spring and flowed over the ground. Everyone drank his fill and was cheered and heartened.

Sanad Khan called Tsyren to his side.

"How is it that you were able to find water in this dry spot?" he asked.

"Certain signs told me where it was," Tsyren replied.

They all drank some more water, rested and then moved on and only after a journey of many days did they stop again and pitch camp. Unexpectedly it began to rain hard in the night, and the campfire was put out. Hard as they tried, the people could not make up the fire again and were chilled to the bone.

Then someone noticed what seemed to be the light of a campfire on the top of a distant mountain.

Sanad Khan at once gave orders that the fire be brought down from the mountain.

The people rushed to do as he bade. First one man, then another, then a third climbed the mountain. Each found the fire which flamed beneath the thick branches of a large spruce-tree, and also the hunter who was warming himself at it, and each took away with him a burning log, but none succeeded in bringing it as far as the camp, for the heavy rain put out the flames.

Sanad Khan was very angry, and he gave orders for all who returned without the fire to be put to death.

When the turn of Tsyren came to go up the mountain, he crept to where he had hidden his father.

"What is to be done, Father? How is a burning log to be carried down to the camp?" he asked.

Said the old man:

"Do not take the logs, for they'll only smolder, and the flames will be put out by the rain. Take a large pot with you instead and fill it with burning coals. Only thus will you be able to bring the fire to the camp."

Tsyren did as his father said and brought a pot full of live coals from the mountain. He made up a fire, and the people warmed themselves and cooked food over it.

When Sanad Khan learned who it was that had brought the fire, he ordered Tsyren to come to him.

"How is it that you who knew how to fetch the fire kept silent about it?" the Khan roared. "Why did you not speak up at once?"

"Because I did not know how it was to be done myself," Tsyren told him.

"Yet you were able to do it. How so?"

And so insistently did he ply him with questions that Tsyren finally confessed that he had only been able to carry out his commands because of this father's wise counsels.

"Where is your father?" the Khan asked.

"I carried him all the way here in a large leather sack," Tsyren said.

Sanad Khan commanded the old man to be brought before him.

"I rescind my order," he said to him. "Old people are no burden to the young, for age is wisdom. You need hide no longer, but may ride freely with the rest."

Folk Tales from the Soviet Union: The Russian Federation. Moscow: Raduga Publisher, 1986. pp. 101-115.

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HIYSI'S MILLSTONE: A Karelian Folk Tale

Introduction This classic folktale captures the struggle between the poor and the rich brothers. The poor brother has to beg the older one for food for the holiday. While the rich brother is friendly and kind to his neighbors, he ignores his poor brother for fear he'll ask for something. Finally, he throws his poor brother a cow hoof and tells him to take it to Hiysi and Wood Goblin. The rich brother meets disaster after he schemes and steals his poor brother's magic salt-making millstone.

Objectives Student will be able to:

- Become familiar with a Karelian folktale;
- Use a folktale to learn about geography of northwestern Russia;
- Use story elements in an old folktale to understand greed and selfishness.

Grade Level Grade 4 and higher

Time 1 hour

Materials World map
Handout #49, "Hiysi's Millstone: A Karelian Folk Tale"

Procedure

1. Talk about salt, its role in human existence, and why it was a vital trade commodity.

2. Discuss sibling rivalry, jealousy, and selfishness.

3. Find Karelia on the map (north of St. Petersburg, Russia, bordering Finland).

4. Read the story, "Hiysi's Millstone."

Debriefing Compare your feelings and thoughts at the beginning and end of this story. How the rich brother stir feelings of guilt in his poor brother and so convince him to lend him the millstone?

Follow-up

1. See page 176 for the lesson, "Bread and Salt Ritual".

2. Research other folktales and folk expressions abut Salt. For example, "Throw salt over your shoulder for good luck."

3. Read other stories about pairs of rich and poor brother. A beautiful, unique book is Valentine and Orson, recreated a folk play in verse and paintings by Nancy Ekholm Burkert and published Farrar, Straus and Giroux, 1989. It is a tale about twin brothers separated at birth, one of whom is raised as a prince in the court of Pepin, King of France, and the other as a wild child in a forest by a bear.

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HIYSI'S MILLSTONE
A Karelian Folk Tale

Once there lived two brothers, one of whom was poor and the other rich. With his neighbors the rich brother was friendly and ready to please, but with his own brother he acted as if he did not know him, for he feared that the other might ask him to share his riches with him.

Not that the poor brother ever asked for anything. He never did if he could help it.

But once on the eve of a holiday his wife said to him:

"How are we going to mark this day? We have nothing at all to eat in the house. Go to your brother and borrow a little meat from him. He slaughtered a cow yesterday, I saw him."

The poor man did not like to go to his brother and he told his wife so, but there was no one else he could go to.

So he came to his brother and said:

"Lend me a little meat, brother, we have nothing in the house for the holiday.

And the rich brother threw him a cow's hoof, saying:

"Here, take it and go to Hiysi!"

The poor brother left the rich brother's house, and he said to himself:

"He has given the hoof not to me, but to Hiysi the Wood Goblin, so it is to Hiysi I had better take it."

And he started off for the forest.

Whether he was long on the way or not nobody knows, but by and by he met some woodcutters.

"Where are you going?" asked the woodcutter.

"To see Hiysi the Wood Goblin and give him this cow's hoof," the poor man replied. Can you tell me where I can find his hut?"

Said the woodcutters:

"Go straight ahead and never turn from the road, and you'll come to it. But first listen to us. If Hiysi tries to give you silver in return for the cow's hoof, don't take it. If he tries to give you gold, don't take it either. Ask for his millstone and for nothing else."

The poor man thanked the woodcutters for their kind course, said good-bye to them and went on.

Whether he was long on the way or not nobody knows, but by and by he saw a hut. He came inside, and whom should he see there but Hiysi himself!

Hiysi looked at him and said:

"People often promise to bring me gifts, but they rarely do. What have you brought me?"

"A cow's hoof."

Hiysi was overjoyed.

"For thirty years I have eaten no meat," said he. "Give me the hoof quickly!"

And he took the hoof and ate it.

"Now I should like to give you something in return for the hoof," he said. "Here, take these two handfuls of silver."

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"I don't want any silver," said the poor man.

The Hiysi took out some gold, and he offered the poor man two handfuls of it.

"I don't want any gold either," said the poor man.

"What do you want, then?"

"Your millstone."

"Oh no, you can't have that! But I can give you as much money as you like."

But to this the poor man would not agree and kept asking for the millstone.

"I have eaten the cow's hoof," Hiysi said, "and I suppose there's nothing I can do. So be it, take my millstone. But do you know what to do with it?"

"No, I don't. Tell me."

"Well," said Hiysi, "this is no simple millstone. It will give you whatever you ask of it if only you say 'Grind, my millstone!' And if you want it to stop, just say: 'Enough, my millstone!' and it will stop. And now be off with you!"

The poor man thanked Hiysi and set off homewards.

He walked in the forest for a long time, and it soon grew dark there, the rain fell in torrents, the wind whistled, and the branches of the trees struck him in the face. It was morning by the time the poor man came home.

"Where were you wandering all day and all night?" his wife asked. "I was beginning to think that I would never see you again."

"I was at the house of Hiysi the Wood Goblin himself," the poor man replied. "Just see what he has given me!"

And he took the millstone out of his bag.

"Grind, my millstone!" said he. "Give us nice things to eat!"

And the millstone began to turn round and round of itself, and on to the table there poured flour and grain and sugar and meat and fish and everything else one could wish for. The poor man's wife brought sacks and bowls, and she filled them full of food. The poor man then tapped the millstone with his finger and said: "Enough, my millstone!" and the millstone at once stopped grinding and came to a standstill.

The poor man's family had as good a holiday as anyone in the village, and from that day their life changed for the better. There was enough to spare in the house, the wife and children had fine new clothes and shoes, and they wanted for nothing.

One day the poor man ordered his millstone to grind him some oats for his horse. The millstone did so, and the horse stood by the house and munched the oats.

Just then the rich brother sent his workman to the lake to water his horses.

The workman did as he was told, but as they were passing the poor brother's house, the horses saw the oats, stopped and began eating them.

The rich brother came out on to the porch.

"Lead the horses away at once!" he called to the workman. "They are picking up sweepings."

The workman brought back the horses.

"You were wrong, master," said he. "Those were not sweepings but the choicest oats. Your brother has oats and everything else in plenty."

The rich brother's curiosity was aroused.

"I think I shall go and see how my brother could have suddenly become rich," said he.

And he went to see his brother.

"How have you become rich all of a sudden?" he asked. "Where do all these good things come from?"

The poor brother did not keep anything back.

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"Hiysi helped me," said he.

"What do you mean?" the rich brother asked.

"Just what I say. You gave me a cow's hoof on the eve of the holiday and told me to go to Hiysi with it. And that was just what I did. I gave Hiysi the hoof and in return, he made me a present of a magic millstone. It is this millstone that gives me everything I ask for."

"Show it to me!"

"As you wish."

And the poor brother ordered the millstone to give them delicacies of all sorts to eat. The millstone at once began turning round and round, and the table groaned with the weight of fresh-baked pies and roasted meats and other good things to eat.

The rich brother's eyes fairly popped out of his head.

"Sell me the millstone," he begged.

"I can't do that!" said the poor brother. "I need it myself."

But the rich brother would not be put off.

"Name your price, only sell it to me!" he urged.

"It's not for sale."

Seeing that he would gain nothing by badgering his poor brother, the rich brother tried a different approach.

"Was there ever anyone as ungrateful as you!" he cried. "Wasn't it I that gave you the cow's hoof?"

"It was."

"There you are, then! And you grudge me your millstone. Well, if you won't sell it, then lend it to me for a while."

The poor brother thought is over.

"Very well," said he. "You can have it for a spell."

The rich brother was delighted. He seized the millstone and ran home with it, without so much as asking how to make it stop turning after he was done with it.

The following morning he put out to sea in a boat, taking the millstone with him.

"They are salting fish just now," he thought, "and salt is dear. I'm going to trade in salt."

He was well out at sea by now, and he said to the millstone:

"Grind, my millstone! I need salt, the more the better."

The millstone started turning, it turned and it turned, and the purest, whitest salt poured from it.

The rich man looked on in glee and counted his profits. It was high time to tell the millstone to stop, but all he did was to say from time to time:

"Grind, my millstone, grind, don't stop!"

So heavy was the salt that the boat settled deeper and deeper in the water. But the rich brother seemed to have taken leave of his senses, for he did nothing but repeat the words:

"Grind, my millstone, grind!"

By now the water was gushing in over the sides, and the boat was near to sinking. This brought the rich brother to his senses.

"Stop grinding, millstone!" he shouted.

But the millstone went on grinding as before.

"Stop grinding, millstone! Stop grinding!" the rich man shouted again, but the millstone went on grinding and did not stop.

The rich brother tried to snatch up the millstone and throw it overboard, but it seemed to have grown fast to the floor of the boat, for he could not lift it.

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"Help! Help!" cried the rich brother. "Save me, somebody!"

But there was no one there to save or to help him.

The boat sank, taking the rich brother with it into the watery depths, and the sea closed over him.

And what of the millstone? They say that even at the bottom of the sea it never stopped grinding, but kept making more and more salt. And that, believe it or not, is why sea water is salty.

Folk Tales from the Soviet Union: The Russian Federation. Moscow: Raduga Publishers, 1986. pp. 116-128.

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BREAD AND SALT RITUAL

Introduction

Bread and salt, being the "staff of life" for most cultures, has an interesting place in the traditional welcoming ritual of Russia. Upon arriving at a new city or home, an honored guest is presented bread by women dressed in traditional costumes. The bread is a circular loaf with a dish of salt in the middle. Under the loaf lies a white, rectangular cloth with traditional cross stitching on both ends. The guest breaks off a piece of bread and dips it into the salt and in thanks eats the piece. The bread is quite pretty with a design of wheat baked into it. Good dark bread is an important staple in Russia. Even the poorest family would have bread to share with a guest.

In this activity, students will bake a traditional Russian bread recipe and learn how to perform this ritual.

Objectives

Students will be able to:

- Make and enjoy a traditional tool from Russia;
- Participate in a meaningful ritual that is both kind and gracious.

Grade Level

2-8

Time

4-1/4 hours	total time
1 hr.	making dough
1 and 1/2 hr.	1st rising time
1/2 hr	sculpture time
1/2 hr.	2nd rising
45 min.	baking time

Materials

Kitchen with oven and the following ingredients:
3 cups bread crumbs, ground fine
1 cup bran cereal
1/2 cup warm water
2 cups rye flour
3 tablespoons yeast
1/4 cup melted butter
1/4 teaspoon ground ginger
2 teaspoons salt
2 cups hot water
2 cups all purpose flour
3 teaspoons instant coffee powder
1 teaspoon instant coffee powder
4 tablespoons molasses dissolved in hot water

Procedure

1. Begin the activity by toasting crumbs in low oven--don't let them burn!

2. Meanwhile, in a small bowl, mix

- 1/2 cup warm water
- yeast
- 1 teaspoon molasses
- ginger

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Let rest 15 minutes.

3. In a large bowl combine:

- 2 cups hot water
- 3 teaspoons instant coffee
- rest of molasses
- toasted bread crumbs

Soak and cool to lukewarm.

4. Combine ingredients from steps 2 and 3 and bran. Add: melted butter and salt. Stir well.

5. Arrange the rye flour and the all purpose flour on board. Put dough in center of flour and turn the bowl upside down over it for 15 minutes.

6. Knead dough until smooth and stiff, about 8-10 minutes.

7. Put in greased bowl and let rise until doubled, about 1-1/2 hours.

8. Dust with flour and knead briefly. Cut off a large handful of dough. Shape what's left by rolling into a long form, then circle it around like a wreath, pinching the ends together. The center of your wreath should be the diameter of your salt dish plus 1/2". Take the remaining handful of dough, divide into 3 parts.

With two of the parts, roll or pinch out flat; with knife cut out several leaves.

With the remaining part, roll out a long snake form and cut it in half to be the stems.

Now decorate on top of loaf, 2 wheat motifs.

9. Lay bread on greased flat pan and let rise 30 minutes.

10. Preheat oven to 400 degrees. Dissolve 1 teaspoon instant coffee in hot water and brush top of loaf with it.

11. Bake 40-45 minutes.

12. Before presenting bread, place a dish of salt in the center.

Debriefing

How do you think this ritual developed? How would it make you feel if you were the honored guest? What do we offer guests when they come into our homes? Is bread an important staple here? Do we often eat bread that tastes like the bread you made? What are the differences between our everyday bread and this Russian bread?

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Follow-up

If your class were going to make a presentation of other Russian projects or art work, this bread and salt ritual would be a traditional way to start off the event--with a passing of the bread and salt for everyone to break off a piece and dip. Also, if a different group of students wanted to make the cross stitch embroidery, that would be a nice combination of traditional crafts.

There are many traditional stories, both oral and written, about bread and salt, e.g., King Lear.

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CHURCH STEEPLES

Introduction

Styles of church architecture vary dramatically from religion to religion, and from country to country. Compare Buddhist temples to Muslim mosques to Italian Renaissance belfries. Steeples and towers were beacons to itinerant believers, spires raised to the heavens. Some were designed to hold bells that signaled meetings of believers or warned them of danger.

This lesson focuses on wooden or gold-leafed Russian Orthodox Church domes and New England clapboard or shingled and slate steeples. Both have become symbols, synonymous with the cultural history of the geographic areas. They represent two branches of the Christian evolutionary tree: one from Byzantium, one from Rome.

Objectives

Students will be able to:

- Recognize universals in church architecture;
- Understand what an important historical role churches played in the growth of communities;
- Identify Russian Orthodox domes, and gain an increased awareness of church architecture in their own communities;
- Experience the challenges of architectural drawing: dimension, proportion, attention to detail.

Grade Level

K-8

Time

One 30-minute classroom period; one one-hour field trip to town churches

Materials

Photographs of various styles of church architecture
Pen and ink or thin black markers; pencils
Heavy white paper
Tape, Side B

Procedure

1. Introduction - In classroom

A. Begin the activity by showing children pictures of a Buddhist temple, synagogue, mosque, cathedral, and other styles of religious architecture.

B. Listen to the tape, Side B, first two songs: Russian Church Bells and Russian Orthodox priest beginning the service.

C. Show photographs of St. Basil's Cathedral in Moscow and any other Russian Orthodox cathedrals. Discuss the similarities and differences.

D. Show any other photographs of Russian Orthodox churches, Russian Muslim mosques, synagogues, etc.

E. Introduce comparison with pictures of New England churches.

F. Ask children if they know how many churches are in their town. Ask children to sketch them from memory.

2. Field trip

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A. Set up field trip to a local church or churches. If your town is large, select no more than three; but choose different styles.

B. Have children draw churches, paying attention to proportion and architectural detail.

Debriefing

What is the religious significance of domes and steeples? Do all churches have bells? Why? How are the crosses supported on top of Russian domes? Are there crosses on top of New England steeples? Is the Russian Orthodox cross the same as the Catholic or Protestant cross? Are New England churches built before 1900 different than those built after 1950? What is different?

Follow-up

Grades K-2:

1. Teach the finger play:

> This is the church,
> This is the steeple,
> Open the doors, and
> See all the people.

2. Find out if there are any Russian Orthodox churches in your town. Are there any gold-domed buildings in your town?

Grades 4-8:

3. Find out what Russia and your country's constitutions say about freedom to worship. What are the major religions practiced in the Russia? In your country? How would you find out how many people in your town are religious? Can you simply count the number of people attending churches to arrive at this figure? How foolproof are Russian statistics?

4. Read Hedrick Smith, The Russians, Chapter 17: "Religion, Solzhenitsyn, and the Russianness of Russia."

Discuss these quotes from the aforementioned chapter, page 435 (hardcover edition):

"Are there many scientists your age and with your level of training who are also believers in your sense?" I asked.

"Many," she nodded. "Like me, they do not go to church, but they believe."

"Why?" I asked.

"Most of all, out of frustration with the emptiness of life here, the emptiness in our contemporary life. Religion gives something to hold on to. That's how I feel."

Does a comfortable material life in a technologically advanced country diminish people's need for religion? Does a restrictive political system encourage people to seek inner spiritual freedom?

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Why did the Soviet Communist Party allow Reverend Billy Graham to evangelize in the USSR in 1984?

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THE RUSSIAN LUNCHEON

Introduction Researching traditional Russian cuisine and preparing a banquet is an exciting way for faculty and students to experience a piece of Russian culture first hand. The Russian luncheon works best as a culmination of a unit on Russia. Students, faculty, parents and guest speakers who have participated in the curriculum can be invited.

Objectives Students will be able to:

- Research and prepare traditional Russian foods for a banquet students, faculty, parents and invited guests

Grade Level K-8

Time Two class periods to research. The banquet may take one lunch period or longer depending on the number of participants

Materials Handout #50, "Recipes for a Russian Luncheon"

Procedure 1. Have students research traditional Russian foods and dining customs (see Bread and Salt Ritual activity).

2. Students can choose foods to prepare for a Russian luncheon. Recipes can be copied and given to parents to prepare at home and/or students can work in groups with a teacher to prepare food in school if possible. Handout #50 may be distributed. These recipes have been successfully used in elementary classrooms and they are easy to prepare.

3. Design invitations to the Russian luncheon. Students can write in Russian (if possible). Parents, and guest speakers who have come to the class may be invited as well as community members, chefs, restaurant owners, etc.

4. The Russian luncheon is a time when students may give presentations, sing songs, and/or play traditional Russian music. It can be a wonderful culmination to a study of Russia.

This activity was designed by the faculty of the Russian Project, Stowe Elementary School, Stowe, Vermont.

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RECIPES FOR A RUSSIAN LUNCHEON

POOR MAN'S CAVIAR

1 large eggplant (about 2 pounds)
1 cup finely chopped onions
6 tablespoons olive oil
1/2 cup finely chopped green pepper
1 teaspoon finely chopped garlic
2 large ripe tomatoes, peeled, seeded and finely chopped
1/2 teaspoon sugar
2 teaspoons salt
Freshly ground black pepper
2 to 3 tablespoons lemon juice
Dark rye or pumpernickel bread or sesame-seed crackers

Preheat the oven to 425°. Bake the eggplant on a rack in the center of the oven for about an hour, turning it over once or twice until it is soft and its skin is charred and blistered.

Meanwhile, cook the onions in 4 tablespoons of the oil over moderate heat for 6 to 8 minutes until they are soft but not brown. Stir in the green pepper and garlic and cook, stirring occasionally, for 5 minutes longer. With a rubber spatula scrape the contents of the skillet into a mixing bowl.

Remove the skin from the baked eggplant with a small, sharp knife, then chop the eggplant pulp finely, almost to a puree. Add it to the mixing bowl and stir in the tomatoes, sugar, salt and a few grinding of black pepper. Mix together thoroughly. Heat the remaining 2 tablespoons of oil in the skillet over moderate heat and pour in the eggplant mixture. Bring to a boil, stirring constantly, then turn the heat to low, cover the skillet and simmer for an hour. Remove the cover and cook an additional half hour, stirring from time to time, until all the moisture in the pan has evaporated and the mixture is thick enough to hold its shape in a spoon. Stir in 2 tablespoons of lemon juice and taste for seasoning, adding more salt, pepper and lemon juice to taste. Transfer the "caviar" to a mixing bowl and chill, covered with plastic wrap, until ready to serve. Serve on squares of bread or on sesame-seed crackers.

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Lokshyna, Zapechena z Shpynatom (Ukraine)
EGG NOODLE AND SPINACH CASSEROLE

To serve 6 to 8

3 cups cooked and drained egg noodles, or a good commercial variety
1 1/2 tablespoons butter, melted
3/4 cup finely grated Switzerland cheese
1 teaspoon salt
1 cup finely chopped onions
3 pounds fresh spinach, cooked, squeezed and finely chopped; or
4 ten-ounce packages frozen spinach, defrosted, squeezed completely dry, and finely chopped (about 3 cups)
6 tablespoons butter
Freshly ground black pepper
1/2 cup fine dry bread crumbs
4 hard-cooked eggs, quartered

In a large mixing bowl, toss the cooked noodles, melted butter, 6 tablespoons of the cheese and 1/2 teaspoon of the slat together with two forks.

Melt 3 tablespoons of the butter in a 1 to 12 inch enameled or stainless-steel skillet set over high heat. Add the chopped onions, reduce the heat to moderate, and cook 3 to 5 minutes, or until the onions are soft but not brown. Stir in the chopped spinach, raise the heat to high and, stirring constantly, cook uncovered until the moisture in the pan has completely evaporated and the spinach has begun to stick lightly to the pan. Stir in the remaining 1/2 teaspoon of salt and a few grindings of black pepper.

With a pastry brush, lightly coast the bottom and sides of a 1 1/2 to 2 quart baking dish with 1 tablespoon of the butter. Arrange 1/3 of the noodles in a layer on the bottom of the dish and top with 1/2 the spinach. Repeat the layer, ending with noodles.

Melt the remaining 2 tablespoons of butter in a heavy skillet and, off the heat, stir in the bread crumbs and the remaining grated cheese. Sprinkle the crumb-and cheese mixture on the top of the noodles and bake in the center of the oven for 30 minutes, or until the crumb-and-cheese topping is golden brown. Serve at once, garnished with the hard-cooked eggs.

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NACH WAXMAN'S POTATO LATKES

These crispy pancakes are traditional throughout northern and eastern Europe. This version--from our friend Nach Waxman, owner of New York's special cookbook store, Kitchen Arts & Letters--is traditional for Chanukah, but it's good all year round.

8 Idaho potatoes (8 ounces each), scrubbed and patted dry
2 eggs, lightly beaten
3/4 teaspoon baking powder
Corn oil
2 onions
1/4 cup unbleached all purpose flour
Coarsely ground black pepper, to taste
2 tablespoons rendered chicken fat (optional)

1. Using a hand grater or a food processor, coarsely grate the (unpeeled) potatoes and place them in a glass or ceramic bowl. Let them sit for 15 to 20 minutes. The potatoes will release liquid and turn red.

2. Grate the onions into another bowl, and set them aside.

3. Transfer the potatoes to a large colander, and let them drain for 10 minutes. Then spray them hard with water for 2 to 3 minutes, working the shreds with your fingers. The reddish starch will wash out and the potatoes will be white.

4. Using a fork, stir the onions into the potatoes. Then add the eggs, flour, baking powder, and pepper, and mix thoroughly.

5. Heat 1/8 inch of corn oil and chicken fat in a large nonstick skillet over medium-high heat. Using a slotted spoon, drop level spoonfuls of the potato mixture into the hot oil. Sauté them until golden brown on both sides, pressing them lightly with the spatula when you turn them, 1 1/2 to 2 minutes per side. As they are cooked, drain the pancakes on brown paper bags and keep them warm. Add more ill to the skillet as needed for additional batches. Serve the pancakes immediately, piping hot.

8 portions

Optional: Top with applesauce and/or sour cream.

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Shashlyk (Caucasus)
GEORGIAN SKEWERED LAMB

To Serve 4

1 large onion, peeled and finely grated
1 tbs strained fresh lemon juice
1 tbs olive oil
1 tsp. freshly ground black pepper
2 lbs. boneless leg or shoulder of lamb, trimmed of excess fat and cut into 1 to 1 1/2 inch cubes
2 medium onions, cut into 1/4 inch thick chunks
Garnish
2 medium firm, ripe tomatoes, cut into eighths
10 scallions, trimmed
1 lemon, quartered

In a large mixing bowl, beat together the grated onion, lemon juice, olive oil, salt and pepper. Add the meat and let it marinate for at least 3 hours at room temperature, tossing it about in the marinade every hour or so to keep the pieces well moistened.

Light a layer of coals in a charcoal broiler and burn until a white ash appears on the surface, or preheat your kitchen broiler to its highest point.

String the cubes of lamb tightly on 4 long skewers, alternating the lamb with the chunks of onion; press them firmly together. Broil 4 inches from the source of heat, turning the skewers occasionally, until the lamb is done to your taste and the onions are brown. For pink lamb, allow about 10 minutes; for well-done lamb, more typical of Georgian cooking, allow about 15 minutes. Slide the lamb and onions off the skewers onto heated individual plates, and serve with the raw tomatoes, scallions and lemon quarters.

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[illegible] Kramer
DESSERT DUMPLINGS FILLED WITH FRUIT

To make about 16 dumplings

DOUGH
2 cups all-purpose flour
1 egg
1/2 cup milk
1 tsp. salt
2 egg whites, beaten to a froth

DOUGH: Pour the flour into a large mixing bowl and make a deep well in the center. Drop in the egg, milk and salt. With your fingertips or a large spoon until the dough is stiff enough to be gathered into a compact ball. If the dough crumbles add an additional 1 to 2 teaspoon of milk to make the particles adhere. Dust the ball with flour, wrap in wax paper, and chill 30 minutes. Reserve the egg whites until after the filling is prepared.

CHERRY FILLING
1 1/2 lbs. fresh sour cherries, pitted
or substitute 1 1/2 cups drained
canned pitted sour cherries
1/3 cup sugar

BLUEBERRY FILLING
1 pint blueberries
4 tbs sugar
1 tbs fresh, strained lemon juice

CHERRY OR BLUEBERRY FILLING; Spread half the fruit in the bottom of a 1 quart enameled or stainless-steel saucepan. Sprinkle with half the sugar, then make similar layers of the remaining fruit and sugar. Bring to a boil over high heat, then cover the pan and reduce the heat to low. Simmer over moderate heat for 3 to 5 minutes.

If you are using blueberries, stir in the lemon juice and let them cool to room temperature. With a slotted spoon, transfer the blueberries or sour cherries to a small bowl. Bring the juices remaining in the pan to a rapid boil and boil steadily uncovered, for 2 to 3 minutes, or until they thicken into a light syrup. Pour the syrup into a small bowl and set it aside.

ASSEMBLING THE DUMPLINGS: On a lightly floured surface, roll the dough into a circle about 1/8 inch thick. Cut out as many circles as possible with a 3 1/2 inch cookie cutter. Then gather the remaining scraps into a ball, roll out again, and cut out additional circles. With a pastry brush, coat each circle with a light film of the beaten egg white. Drop 1 tsp. of fruit on the lower half of each circle. Bring the exposed half of the circle up over the filling and press the edges all around the dough firmly with the back of a fork. Make certain that the edges are thoroughly sealed to prevent the filling from seeping through. Set aside, loosely covered with a towel, until ready to cook.

Bring 4 quarts of salted water to a boil in a 5 to 6 quart pot and drop in 6 dumplings. Lower the heat and simmer the dumplings uncovered for 8 to 10 minutes, or until they float to the surface of the water. Remove with a slotted spoon and transfer to a heated platter. Cover loosely with foil to keep them hot while you cook the remaining dumplings similarly.

To serve, arrange the dumplings on a heated platter and moisten them with the hot melted butter. If you have used the fruit filling, serve the dumplings with cherry or blueberry juice. The dumplings are customarily served with the remaining cup of sour cream.

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STRAWBERRIES ROMANOFF

2 pints fresh strawberries
1 cup heavy cream
2 tbs. orange juice, or Grand Mariner, or Triple Sec
1 cup confectioners' sugar
1 tsp. almond extract

Wash, hull, drain strawberries. Sprinkle with sugar, toss, chill 1 hour.
In a chilled bowl, whip cream until stiff.
Add almond extract (or Grand Mariner or Triple Sec).
Fold into berries and serve.

BABKA

Grease and flour a 9 inch tube pan. Preheat oven to 350°.

Cake:
1 1/2 cups sour cream
3/4 cup butter
3 eggs
1 1/2 tsp. baking powder
1 1/2 tsp. baking soda
1 1/2 cups sugar
3 cups flour
1 3/4 tsp. vanilla

Topping:
1/4 cup chopped walnuts
1 1/2 tsp. cinnamon
1/2 cup sugar

To prepare cake, combine the sour cream and baking soda and set aside. Beat the butter with the sugar until light and fluffy. Beat in the eggs, one at a time. Sift the flour and baking powder together and add to the batter alternately with the sour cream mixture. Stir in the vanilla.

Pour into the greased and floured tube pan.
Combine the topping ingredients and sprinkle over top of cake. Bake for 1 hour 10 minutes or until cake tests done.

RASPBERRY RUGGELACH

1/2 lb. cream cheese
2 cups all-purpose flour
1/2 lb. butter

Combine and refrigerate overnight.

Roll out 5, 9-inch circles in confectioners sugar. Cut each into a triangular wedge. Spoon filling onto bread side and roll.

Filling:

3/4 cup chopped nuts
4 tbs. sugar mixed with cinnamon
1/2 cup raisins
Enough raspberry jam for good texture

Place on ungreased cookie sheet and bake at 350° for 15 to 20 minutes.

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SECTION III
RUSSIAN ARTS: CRAFTS, MUSIC AND DANCE

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PART 4
INTRODUCTION TO RUSSIAN FOLK ART

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PSYANKY--AN ANCIENT RITUAL

Introduction

The tradition of decorating eggs dates back to pre-Christian rituals associated with the welcoming of spring. The oldest forms of psyanky had designs that symbolized the entire universe through representations of the sun, moon, and stars. Later, the eggs had Christian symbols such as the Piscean fish and crosses. These eggs preserved the beliefs of the people and send a message for the future. According to Ukrainian mythology, psyankas protect against all evil and ensure well-being, happiness, and wealth.

Psyankas are a symbolic message, the egg itself being a symbol of life. Particular designs and color combinations on the egg represent the wish of the creator. They tell a story of the past with a wish of hope for the future.

Objectives

Students will be able to:

- Learn the art of the ancient craft of psyanky;
- Learn, imitate, and invent decorative patterns;
- Recognize and appreciate universal symbols and decorative motifs in this Ukrainian folk art.

Grade Level

4-8

Time

Two to four hours

Materials

Handout #51, "Psyanky Symbolism"
Dye baths
Vinegar and boiling water
Raw white eggs at room temperature (check eggs for cracks and flaws)
Box of tissues
Beeswax (paraffin does not adhere well to the egg)
Kistkas (the writing instrument which is a metal cone mounted on a stick), each student should have one
Candle in a holder
Varnish (spray type is easiest)

Procedures

1. Begin the activity by distributing Handout #51 to each student and discuss:

Psyanky symbols:

RED	love, happiness	PURPLE	health
YELLOW	prosperity, fertility	WHITE	new, fresh, beginning, light
GREEN	abundance		
BLUE	influence	BLACK	eternity

2. To prepare the dye baths, use vegetable food coloring. Pour boiling water into wide mouth jars, enough to completely cover one egg. Add the entire tube of food coloring. The stronger the dye, the faster and better the color will adhere. Add two tablespoons of white vinegar. Use at room temperature.

3. Hold a white egg in a tissue to protect it from hand oil.

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4. Heat kistka over candle flame.

5. Place kistka in beeswax.

(Steps 4 and 5 are repeated often because the wax needs to be hot in order to flow from the writer onto the egg).

6. Draw designs on the egg. This pattern will be white and will show up well against the final dark background. Use traditional designs or invent new ones.

7. Place the egg in the lightest color desired. Once the color is reached, take the egg out and dry with a tissue. Draw more designs on the egg. These will then be the current color of the egg, protected by the wax from all other dye baths.

The process continues, dying the egg from the lightest color to the darkest color. The various colors of the egg become hidden by the blackened wax lines.

8. After the final color is placed on the egg, the waxed lines can be removed. Hold the egg near the side of the candle flame and carefully melt small amounts of the wax. Wipe with a clean tissue to remove melted wax. This step reveals the various colors.

9. A coat of varnish adds protection and luster.

Debriefing

Do we make Easter eggs? What methods do we use? How are they similar to psyanky eggs? How are they different? Do the Easter eggs we make represent wishes? What rituals do we perform with our Easter eggs? What are some other Easter celebrations and rituals in our country?

What wish will your egg represent? Do you think these eggs have magical properties to protect against evil and bring happiness? Do you think these eggs are still made? Did you make up your own symbols to use on the eggs?

Follow-up

Other projects might include:

- Batik on other types of materials.
- Paper drawing of Ukrainian designs, depicting a story.
- Eggs can be made at Christmas time to be used as tree ornaments.
- Ask a community member who does psyanky to visit your class.
- Optional: After the final color is placed on the egg, but before the wax is removed, blow out the contents of the raw egg. Carefully, using a hat pin, make a hole in the top of the egg. Make a larger hole in the bottom. Then, blow out the raw egg by blowing through the small pin hole. (Place a piece of cellophane over the hole to prevent dye from setting on your lips. Prick a hole in the cellophane on line with the blow hole).

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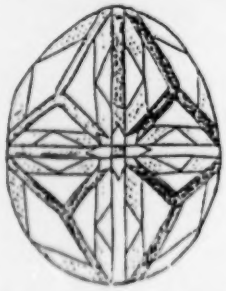
PSYANKY SYMBOLISM

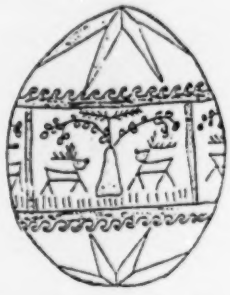
Colors and Symbols: red star, red webbing, purple band, and white background.

Egg Interpretation: It serves as a reminder that all paths lead to the same place, the star being the center. The colors represent love, health, and openness. The wish, then, conveyed, by this egg is one of love, health, and openness, on the journey along the path.



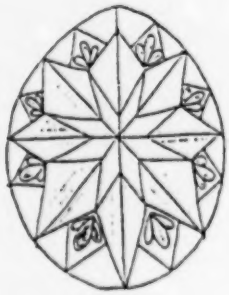
Colors and Symbols: blue sky, white background, white deer, green leaves, yellow tree.

Egg Interpretation: A wish for wealth, in this particular case, wealth in career the chosen by the artist.



Colors and Symbols: red rose, green gems, white diamonds, and a purple background.

Egg Interpretation: This egg symbolizes a wish that love be intensified.



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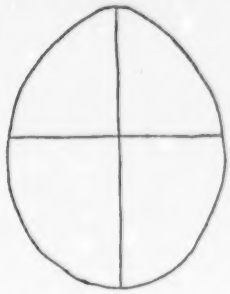
SYMBOL INTERPRETATION

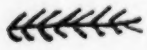
Lines encircling the egg symbolize eternity: no beginning, no end, life everlasting.



Gem shapes represent the earth, power, and the universe.

Stars represent the sun, God, oneself symbolizing light, truth, and love. The symbol can also be called a Rose.

Pine needles symbolize youth, and health.



Reindeer as well as other animals signify prosperity, and wealth.

Birds represent fertility, fulfillment of wishes.

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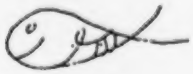
Pussywillows are symbols of growth, and a new beginning.

The cross is a Christian influence signifying Christ and what He stands for.

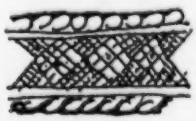
The fish is a representation of the Piscean Age when Christ walked the earth.



Triangles represent self, this one webbed with life lines.

Wheat is symbolic of a wish for a bountiful harvest.

Detailed banding symbolizes illusions, the intricate patterns of eternal life.



All interpretations are subject to folklore.

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RUSSIAN LACQUERED BOWLS

Introduction

The Russians have a traditional craft called palekh which has its roots in icon painting. When icon painting was outlawed along with other religious activities, the religious icon painting was kept alive through palekh.

Palekh is the decorating of papier-mâché' lacquered boxes, trays, and jewelry. In Russia we find bowls made by the same process, with vegetation motifs for decoration. In this activity children will make painted and lacquered papier-mâché' bowls which will imitate those found in Russia.

Objectives

Students will be able to:

- Learn about and imitate the craft of palekh;
- Invent decorative patterns;
- Make a useful and beautiful object to keep.

Grade Level

3-8

Time

Nine separate days, 1/2 hour sessions per day

Materials

Flour and water mixed in a container
Newspapers
Acrylic paints: black, red, green, gold (or yellow)
Small paint brushes
Big ball or grapefruit
Poker chips or something similar in shape
Thin dry-cleaning bag (plastic)
2 jars of lacquer: 1 sealer and 1 washable

Procedure

1st day

1. Mix flour and water together to make a sloppy paste.

2. Tear newspaper into thin, short strips.

3. Wrap bowl form (grapefruit) with dry-cleaning plastic.

4. Dip paper strips into paste totally and lay strips onto form (one layer only). Cover form a little over halfway, criss-crossing and overlapping strips to give strength. Smooth down strips as you work.

5. At the end of each layering session, press poker chip into bottom of form to create a flat base. Let dry in place and remove before adding the next layer.

6. Set in sunlight or near heat source and let dry overnight.

2nd day
Repeat process, adding another layer of strips and let dry.

3rd day
Repeat process.

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4th day

1. Remove form and cut papier-mâché' with scissors to create an even and level edge.

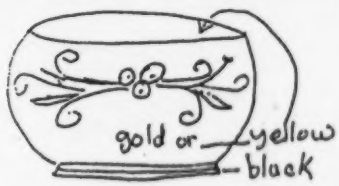
2. Add one more overlapping layer to form smooth lip. Let dry.

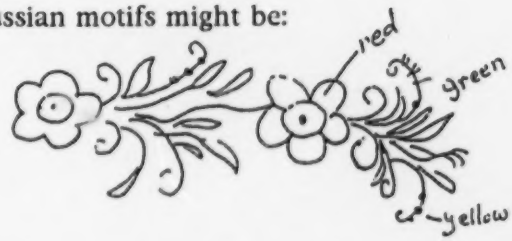
5th day

Paint entire bowl gold, yellow, or black. Let dry.

6th day

Paint on decorations. Two typical Russian motifs might be:





You can use any variation on these patterns which employs plants and follows a regular, repeated pattern.

7th day

In a well-vented space, apply the clear lacquer sealer. It takes 1/2 hour to dry.

8th day

In a well-vented space, apply the washable lacquer. This takes two hours to dry.

9th day

Apply your second and last coat of washable lacquer.

Debriefing — Do you have decorated boxes or bowls at home? Where do they come from? Where else do you notice decorative motifs?

Follow-up — Russians often drink tea from these rounded bowls without handles with which they warm their hands. Tea is made very strong and then served from a samovar, adding hot water according to the strength of their taste. A spoonful of red jam is the sweetener and sinks to the bottom to be eaten at the end.

Try to find a community member who has a lacquer tea set or other examples of palekh to bring in to show the class. The bowls you have made are not safe to drink from, but you could serve strong tea with jam to imitate the Russian custom.

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MATRYOSHKI DOLLS

Introduction

These appealing and decorative nesting dolls seem to captivate children's imaginations. The brightly hand-painted, delicate wooden shapes and the varying sizes of the dolls have an aesthetic value that children are eager to reproduce. (See also the activity, "Counting in Russian.")

To introduce the construction of these dolls to children, it is very useful to have at least one or two available to show the individuality of each. Many children have them at home. The children's folktale, The Gossipy Wife, by Amanda Hall is also a nice introduction. The illustrations suggest many ideas, and the inside cover is colorfully decorated with paintings of Matryoshki dolls.

Objectives

Students will be able to:

- Appreciate and admire decorative, beautifully crafted toys from Russia;
- Learn about and play with a nesting/counting toy from Russia;
- Invent decorative patterns and motifs;
- Make a carefully crafted and decorated toy to keep.

Grade Level

Any grade, second and above. Especially appealing for grades 2-5. Can be adapted for younger children by cutting various sizes of oaktag or paper templates to decorate with markers or crayons.

Time

This will depend somewhat on the age group, but because it involves papier mache', count on at least three to four 30-40 minute periods.

Materials

Knitting spools (conical, hard cardboard shapes, available from craft stores); toilet paper rolls can be used, although they are not as easily balanced or as sturdy as the spools
Newspaper--some torn into 2" squares, some for covering work areas, and some for squeezing and shaping into balls to create the head of the doll
Acrylic paints. Tempera paints can be used but they drip more easily
Mixing palettes
Small brushes or cotton swabs
Spray shellac
Brown paper towels (school type)
Pritt paste, wheat paste, or wallpaper paste (without sizing)
Masking tape, any width

Procedure

1st day

1. Label the inside of the knitting cones or cardboard with the child's name.

2. Mix mache' paste according to package instructions or to the consistency of runny pudding. Have enough containers of paste for each workspace.

3. Cover work areas with newspaper or plastic for easier cleanup.

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4. Using 1/2 sheet of two thickness' of newspaper, squeeze into a ball and tape to the top of the cone. Some of the cones come with an open top: these are easiest to work with. It should look something like this:

5. Using squares of newspaper approximately 2" in size, papier-mâché' over the head and down onto the cardboard so the head and body smoothly blend into each other, reproducing the real Matryoshki doll shape as closely as possible.

2nd day

Apply another layer of mache' if necessary, followed by a layer of paper towel squares dipped in mache' and smoothed. This is not absolutely necessary, but provides a good painting surface for later.

3rd day

1. If the dolls are absolutely dry and hard they are ready to paint. Encourage children to select strong colors, preferably medium to light shades, for the backgrounds. Skin tone or tan is good for the face area. Select an oval area on the head part that looks smooth for the face.

2. While these are drying, children can sketch various floral and geometric motifs with markers on scrap paper to prepare for the decorative paint layer.

4th day

1. Paint details with cotton swabs or very fine brushes. Studying real models of the wooden dolls provides sample ideas for details. Polka dots, vines, and simple flowers are easy for young children.

2. When paint is dry, spray with shellac for a varnished look. Two coats may be needed.

Debriefing

Compare and contrast nesting toys from the United States with those of Russia. Make up a story about a "family" of nesting dolls. Do you have nesting toys at home? How are they made? Why do you think children like playing with nesting toys? What do they learn? Why are Matryoshki dolls special?

Follow-up

Although the above suggestions for making Matryoshki dolls does not include instruction for making nesting dolls, it is possible to make smaller models by sawing the base off the knitting cones with a coping saw. Care would have to be taken to make sure the head was small enough to fit inside the exterior, larger doll. One child also suggested making clothespin dolls to nest inside. Young children seemed satisfied with the construction of one doll, however.

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PART 2
RUSSIAN FOLK DANCE

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A SHORT INTRODUCTION TO RUSSIAN MUSIC

Introduction This activity provides a short introduction to Russian music by exposing students to the works of several famous Russian composers. They can learn two famous Russian folksongs

Objectives Student will be able to:

- Introduce students to famous compositions by Tchaikovsky, Mussorgsky, Stravinsky, Rimsky-Korsakov and Prokofiev;
- Learn two famous Russian folksongs, Kalinka and Katiusha.

Grade Level 4-8

Time Several class periods, to listen to music, depending on the age of students and their attention span. More time is needed to lean the Russian songs.

Materials Handout #52, "Scores for Famous Russian Songs"

Procedure 1. Play these selections from the following Russian composers for students, one at a time. (Teachers may choose other Russian composers or selections they are familiar with).

- Tchaikovsky: 1812 Overture, Nutcracker Suite
- Mussorgsky: Pictures at an Exhibition
- Stravinsky: Firebird Suite, Petrushka, Rite of Spring
- Rimsky-Korsakov: Russian Sailors Dance, Scheherazde
- Prokofiev: Peter and the Wolf

2. Lead students in a discussion of each of the musical selections. Introduce the concepts of tempo, sound, volume, rhythm, and the use of the different instruments to develop a story (Peter and the Wolf is excellent for this type of exercise!). How is Russian music different than American music? Why are these compositions so well known and loved all around the world? Have children brainstorm answers to these questions.

3. Invite guest speakers, conductors and/or musicians into the class to discuss these and other Russian composers and their compositions.

4. Have students research and prepare oral and/or written reports on different composers and their pieces.

5. Play Russian music in the classroom while children are filing in from lunch or recess, while they are reading or working independently, and/or while they are reading Russian folktales

6. Distribute Handout #52, "Scores for Famous Russian Songs", or teach students the words. These songs are easy and fun to learn. Students can perform them for parents or other students. Discuss the stories of each of the songs. Why are each of them uniquely Russian?

This activity was designed by the faculty of the Russian Project, Stowe Elementary School, Stowe, Vermont.

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SCORE FOR KALINKA

KALINKA (LITTLE SNOWBALL BUSH)

КАЛИНКА

Slowly, gradually faster
CHORUS
Ka - lin - ka, ka - lin - ka, ka - lin - ka of mine! In the
Ка - лин - ка, ка - лин - ка, ка - лин - ка мо - я! Вса - ду
Ka - lin - ka, ka - lin - ka, ka - lin - ka mo - ya! V sa - du
garden grows a ber - ry like sweet sher - ry wine. Ka - wine. Oh,
я - го - да ма - лин - ка, ма - лин - ка мо - я! Ка - я. Ах,
ya - go - da ma - lin - ka, ma - lin - ka mo - ya! Ka - ya. Akh,
Fine
Un - der the pine tree, un - der the green tree. There I'll
Под - сос - но - ю, под - зе - лё - но - ю, Спать по - йо -
Pod - sos - no - yu, pod - ze - lё - no - yu, Spat' po - yo -
lay me down to sleep. Ah! Ay, liu - li, liu - li, ay, liu -
жя - те - мы не - ня. А - АЙ - ЛЮ - ЛЮ, ЛЮ - ЛЮ, АЙ - ЛЮ -
zhi - te - ny ne - nya. A - AY - lyu - li, lyu - li, ay - lyu -
li, There I'll lay me down to sleep. Ka -
ли, Спать по - йо - жя - те - мы не - ня! Ка -
li, Spat' po - yo - zhi - te - ny ne - nya! Ka -
Repeat Chorus

2. Little pine tree, thou evergreen tree,
With your rustling do not wake me.
Ay, liuli, liuli. Ay, liuli,
With your rustling do not wake me.
(Repeat Chorus)

3. Oh, my darling, lovely maiden,
Won't you promise to be mine.
Ay, liuli, liuli. Ay, liuli,
Won't you promise to be mine.
(Repeat Chorus)

2. Ах! Сосёнушка ты зелёная,
Не шуми же надо мной!
АЙ-люли, люли, АЙ-люли,
Не шуми же надо мной!
(Повторить припев)

3. Ах! Красавица, душа-девица,
Полюби же ты меня!
АЙ-люли, люли, АЙ-люли,
Полюби же ты меня!
(Повторить припев)

2. *Akh! Sosyonushka ty zelyonaia,*
Ne shumi zhe nado mnoi!
Ai—liuli, liuli, ai—liuli,
Ne shumi zhe nado mnoi!
(Repeat Chorus)

3. *Akh! Krasavitsa, dusha-devitsa,*
Poliubi zhe ty menia!
Ai—liuli, liuli, ai—liuli,
Poliubi zhe ty menia!
(Repeat Chorus)

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SCORE FOR KATIUSHA

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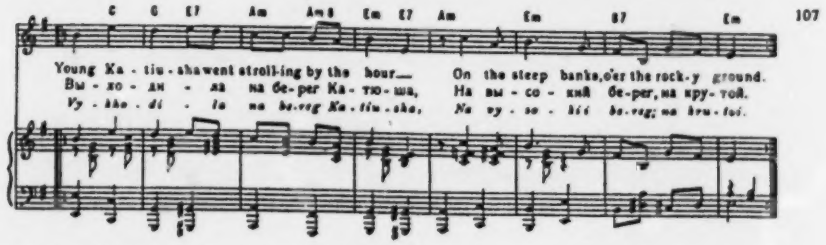
KATIUSHA

КАТЮША

words by M. ISAKOVSKY
music by M. BLANTER

Not fast
Am(8) Em Am(8) B7 Em Em Em(8)
Ap-ple trees and pear trees were a-
Рас-цве-та-ли яб-ло-ни и
Ras-tsve-ta-li iab-lo-ni i
B7 Em
flow-er, Riv-er mist was ris-ing all a-round.
гру-ши, По-плы-ли ту-ма-ны над ре-кой.
gru-shi, Po-ply-li tu-ma-ny nad re-koi.


C G E7 Am Am6 Em E7 Am Em B7 Em
Young Ka-tiu-sha went stroll-ing by the hour— On the steep banks, o'er the rock-y ground.
Вы-хо-ди-ла на бе-рег Ка-тю-ша, На вы-со-кий бе-рег, на кру-той.
Vy-kho-di-la na be-reg Ka-tiu-sha, Na vy-so-kii be-reg, na kru-toi.

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2. By the river's bank she sang a love song
Of her hero in a distant land.
Of the one she'd dearly loved for so long.
Holding tight his letters in her hand.

2. Выходила, песню заводила
Про степного сизого орла,
Про того, которого любила,
Про того, чьи письма берегла.

2. *Vykhodila, pesniu zavodila*
Pro stepnovo sizovo orla,
Pro tovo, kotorovo liubila,
Pro tovo, ch'i pis'ma beregla.

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3. Oh, my song, song of a maiden's true love,
To my dear one travel with the sun.
To the one with whom Katiusha knew love,
Bring my greetings to him, one by one.

3. Ой ты, песня, песенка девичья,
Ты лети за ясным солнцем вслед,
И бойцу на дальнем пограничье
От Катюши передай привет.

3. *Oi ty, pesnia, pesenka devichia,*
Ty leti za iasnym solntsem vsled,
I boitsu na dal'nem pogranich'e
Ot Katiushi peredai privet.

4. Let him know that I am true and faithful,
Let him hear the love song that I send.
Tell him as he defends our home,
that grateful,
True Katiusha our love will defend.

4. Пусть он вспомнит девушку простую,
Пусть услышит, как она поёт,
Пусть он землю бережёт родную,
А любовь Катюша сбережёт.

4. *Pust' on vspomnit devushku prostuiu,*
Pust' uslyshit, kak ona poët,
Pust' on zemliu berezhët rodnuiu,
A liubov' Katiusha sberezhët.

5. (*Repeat first verse*)

5. (Повторить первый куплет)

5. (*Repeat first verse*)

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TRANSLITERATIONS

The Sounds are fairly straightforward. Two "e" sounds are hard to write out for the English ear. When you see...

ee ... say "ooh-ee" without moving your lips, sliding the sounds together and making the sound come from the back of the throat.

e ... say "yo-ah" without moving your lips and sliding the sounds together.

KALINKA

Hey, Ka-leen-ka, ka-leen-ka, ka-leen-ka my-yah
Fsa-doo ta-ga-da ma-leen-ka, ma-leen-ka my-yah
(repeat)

Oooooh...
Pos-son-no-you, pod-zieh-lye no you,
Spats po-lo-shee-tieh vee meen-yah.
Ay lyou-lee lyou-lee, ay lyou-lee lyou lee,
Spats po-lo-shee-tieh vee meen-yah ...
(Ka-leen-ka chorus)

Oooooh...
So-syen-oozh-ka, tee zieh-le-na-ya
Nieh shoo-me zhieh no-do meen-yoy.
Ay lyou-lee lyou-lee, ay lyou-lee lyou lee,
Nieh shoo-me zhieh na-do meen-yoy ...
(Ka-leen-ka chorus)

Oooooh...
Kra-sa-vee-tsah, Doo-sha-dieh-vee-tsah,
Po-lyoo-bee zhieh tee mee-nyah.
Ay lyou-lee lyou-lee, ay lyou-lee lyou lee,
Po-lyoo-bee zhieh tee mee-nyah.
(Ka-leen-ka chorus)

The last time, the two line should be repeated at least three times. Sometimes, the chorus goes on and on, getting faster and faster, changing keys. It becomes very exciting.

KATIUSHA

Ras-sve-ta-lee, yob-lon-knee ee groo-shee
Pa-plee lee too man-ee nad-reh-koy,
Vee ha-dee lah nah byair-egg Ka-tyoo-sha
Nah vee soh-kee byair-egg nah kroo-toy.
(Repeat last two lines)

Vee ha-dee-la, pyes-nyou za-va-dee-lah,
Pra step-no-vah see-zo-vah ar-la
Pra ta-voh, kat-or-o-vah lyou-bee-la
Pra to-vo, chee pees-ma byair-egg-la
(Repeat last two lines)

Oy tee pyes-nya, pes-yen-ka dieh-veech-yah
Tee tieh-tee za yas-neem soln-tsien fseld,
Ee buy-tzoo na dal-nem pog ra-nee-chee
Ot Ka-tyoo-shee per-e-dee pree-vyet.
(Repeat last two lines)

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TROIKA

Introduction Folk dancing is popular in Russia. Each region has its own favorite traditional dances. The Troika refers to a Russian sled pulled by three horses which appears in folktales and folk art. In this activity children will learn to dance the Troika.

Objective Student will be able to:

- Learn a popular Russian folk dance;
- Find similarities and differences between traditional Russian dances and folk dances from their country.

Grade Level 1-8

Time One class period

Materials Tape, Side B
A hall or gym large enough for the number of children participating

Procedure FORMATION: Sets of three dancers side by side. All face counterclockwise and hold inside hands. Sets may be composed of either one man and two ladies or vice versa, or even of all men or all ladies.
PART 1: All run lightly forward 16 steps. Be careful not to turn this into a goose-kick sort of step. Dancers should take light, long running steps, just skimming over the floor as they swiftly flow over it.
PART 2: Keep the inside hands joined. Dancer on the right now goes under the arch formed by the other two, with 8 running steps and returns to original position. The left hand dancer stays in place, the middle person follows the one going under the arch, otherwise the figure will not work. Now the left hand lady goes under the arch formed by the other two, the middle person follows her, as the right hand dancer stands in place. Immediately all join hands in a circle of three.
PART 3: All run lightly to the left with 12 running steps and then stamp 3 times, alternating feet. Then run to the right 12 steps and stamp 3 times, alternating feet. AND OPEN OUT INTO A STRAIGHT LINE to begin the dance again. Repeat the dance. To make it progressive, the center person may move forward to the two new dancers straight ahead, for each repeat of the dance. For younger children, start the record in one round of music, thus shortening the dance.

Debriefing What was it like to do the Troika? Was it difficult? Name some American folk dances. How are they similar? How are they different?

Follow-up Learn some contra and American square dances. Have a folk dance at your school. Invite parents and teach the dances to them. Dress festively. You could use these dances as part of a larger festival.

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KOROBUSHKA

Introduction

This dance originated around the turn of the century in the United States among Russian immigrants. The tune is an old Russian folk song. Later it found its way to Russia where it became a traditional ballroom folk dance. The dance is also done by Ukrainians and the Finnish people who do a combination of this dance and "Karapyet" and call it Kerensky. The word "Korobushka" means a sort of pack carried by peddlers. Varieties of English translations are found in many folk song books. In this activity children will learn to dance the Korobushka.

Objectives

Students will be able to:

- Learn a popular Russian folk dance;
- Find similarities and differences between traditional Russian and American folk dances.

Grade Level

1-8

Time

One class period

Materials

Tape, Side B
A hall or gym large enough for the number of children participating

Procedure

FORMATION: Couples in a ring with partners facing. Man has back to center.

PART 1 (A): With both hands joined, dancers move away from center. Man moves forward starting with Rft, LRL hop on L as lady moves backwards starting on Rft, RLR hop on R. (This is called a schottische step).

(B): Now do the same thing, but this time dancers move towards center, man moving backwards (RLR hop on R), lady moving forward (LRL hop on L).

Repeat (A) as described above.

Now, the Man steps back on Rft for Ct. 1. Points L toe to L for CT. 2. Brings Lft down beside Rft for CT. 3. Lady does same as she steps forward on left. Points R toe to R. Brings Rft down beside Lft. (An easier ending for beginners is to do 3 stamps in place, rather than the "step point together." Either ending is correct).

PART 2 (A): Drop joined hands. Move to own Right, around rim of circle with a schottische step: RLR hop on R. Move to own L with a schottische step, LRL hop on L. Hands and arms are spread freely outward at about shoulder level and move gracefully along with body.

(B): Give R hand to partner, holding L hand high over head. Step-hop forward toward partner (Rft). Then step-hop backwards away from partner (Lft). Change places with partner, still holding hands with 3 walking steps. Drop hands and repeat Part 2B once more in a new position. At the end of Part 2, you should be back in starting place.

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The dance is usually done as a mixer (change-partner). To do so, each dancer moves one place to the LEFT and repeats dance with new partner. MEN, in order to do this change comfortably, do a change of foot just before going on to a new partner, so they can start the dance with the LEFT foot.

Debriefing What was it like to do the Korobushka? Was it fun? Was it difficult? Name some American folk dances. How are they similar? How are they different?

Follow-up Learn some American contra and square dances. Have an American/ Russian folk dance at your school. Invite parents and teach the dances to them. Dress festively. You could use these dances as part of a large festival.

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IN THE MEADOW STOOD A LITTLE BIRCH TREE

Introduction This activity is designed to teach children a song about the birch tree. The birch tree is the sacred tree of Russia just as the oak tree has been for the Anglo-Saxon heritage.

Objectives Students will be able to:

- Learn and enjoy a children's song from Russia;
- Compare and contrast activities of daily life through the ideas presented in this song.

Grade Level K-8

Time Four to five 20-minute periods

Materials Handout #53, "In The Meadow Stood A Little Birch Tree"
Tape, Side B

Procedure 1. Begin the activity by listening to and teaching the children the words on Handout #53, "In The Meadow Stood A Little Birch Tree".

2. Obtain a clear floor space, 20' x 20', preferably without a rug.

3. Have the children form a circle with one child acting as the tree in the middle while they all sing the first verse of the song in Russian. Note: If you are performing this, the circle needs to be a semicircle so that the viewer can see the action.

4. The children repeat the first verse in Russian as one child (Nell) goes into the middle and crouches asleep beneath the tree.

5. The children sing the chorus in English while the following groups of children mime actions as they sing.

3 Bells: ring a slow beat using their arms off to one side.

2-5 Snowflakes: turn, swirl and sprinkle fingers like snow falling, off to other side.

2-3 Rabbits: hands indicate ears, hop off from another direction going around tree.

3 Hunters: miming guns, stalk after rabbits on slow beat (not getting too close).

1 Nell: asleep under tree, is "startled" awake, hands fly up to either side of face.

Then all children move toward the center around Nell saying, "Oh my pretty, stay."

Then they all jump up and down together saying, "Stay, stay, stay..."

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Finally they all bounce backwards, alternating feet, to where they began in the circle saying, "Stay and sing a song with us." . . .

Children sing the song in Russian once through in original circle with only the tree child in the middle.

Debriefing What qualities does a birch tree have? What qualities does an oak tree have? What other trees are important? Why? What is a symbol? What are some other important Russian symbols? Name some symbols of your country. Why do you think this song is popular in Russia? What other songs or dances do you know that are about trees?

Follow-up Read Robert Frost's poem "Birches." Compare and contrast Robert Frost's poem to "In The Meadow Stood A Little Birch Tree."

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IN THE MEADOW STOOD A LITTLE BIRCH TREE

Moderately

Em Am6 Em B7 Em

In the mead-ow stood a lit-tle birch tree.
Во по-ле бе-рё-зынь-ка сто-я-ла,
Vo po-le be-rё-zyn'-ka sto-ya-la,

ВО ПОЛЕ БЕРЕЗЫНЬКА
СТОЯЛА

G Am6 A°dim7 B7 Em

In the mead-ow stood a leaf-y birch tree.
Во по-ле куд-ря-ва-я сто-я-ла,
Vo po-le kud-rya-va-ya sto-ya-la,

B7 Em B7

Liu - li, liu - li a birch tree; Liu - li, liu - li a
Лю - ли, лю - ли, сто - я - ла, Лю - ли, лю - ли, сто -
Lyu - li, lyu - li sto - ya - la, Lyu - li, lyu - li sto -

CHORUS *(getting faster)*

Em B7 Em B7 Em B7 Em B7 Em B7

birch tree. Ding-dong rang the vil-lage bell then. While the snow flakes soft-ly fell then. Lit-tle
я - ла. Ти-ри, бя-ри, рас-тя-бя-ри, сне-ги бе-лы вы-ва-ля-ли, се-ры
ya - la. Ti-ry, bya-ry, rus-tya-bya-ry, Sne-gi be-ly vy-pa-da-li, Se-ry

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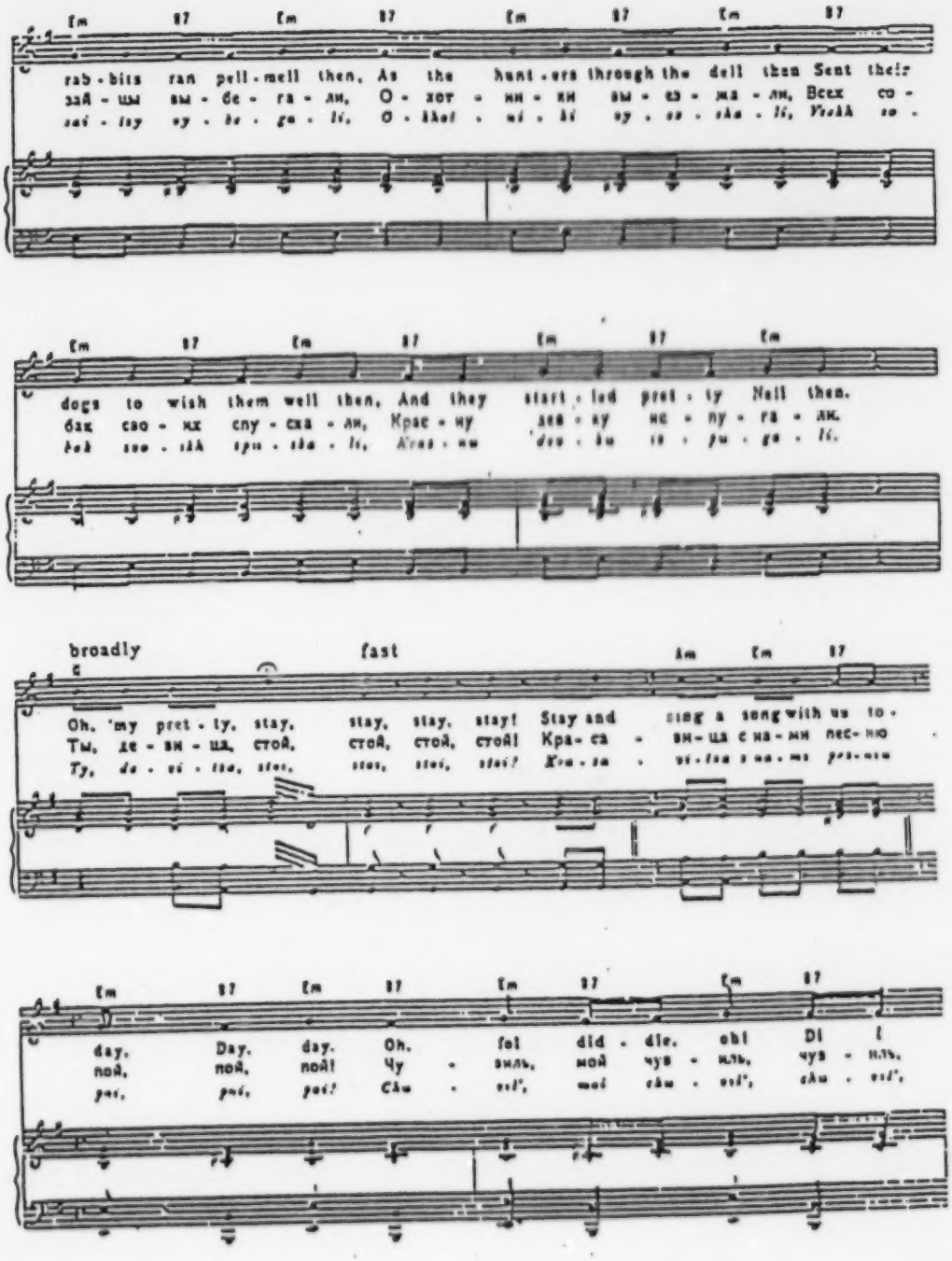
Em B7 Em B7 Em B7 Em B7
rab-bits ran pell-mell then, As the hunt-ers through the dell then Sent their
зай-цы вы-бе-га-ли, О-хот-ни-ки вы-ез-жа-ли, Всех со-
zai-tsy vy-be-ga-li, O-khot-ni-ki vy-ez-zha-li, Vsekh so-
Em B7 Em B7 Em B7 Em
dogs to wish them well then, And they start-led pret-ty Nell then.
бак сво-их спу-ска-ли, Крас-ну дев-ку ис-пу-га-ли.
bak svo-ikh spu-ska-li, Kras-nu dev-ku is-pu-ga-li.
broadly fast
G Am Em B7
Oh, my pret-ty, stay, stay, stay, stay! Stay and sing a song with us to-
Ты, де-ви-ца, стой, стой, стой, стой! Кра-са-ви-ца с на-ми пес-ню
Ty, de-vi-tsa, stoi, stoi, stoi, stoi! Kra-sa-vi-tsa s na-mi pes-nyu
Em B7 Em B7 Em B7 Em B7
day, Day, day, Oh, fal did-dle, ohl Di l
пой, пой, пой! Ча-ввль, ввой чуд-ный, чуд-ный,
poi, poi, poi! Cha-vol', moi chu-dnyi, chu-dnyi,

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Em B7 Em G Am6 Em B7 Em
did - dle, did - dle, oh! What a mar - vel - lous oc - cur - rence, I was
На - виль, виль, виль, виль, Е - ще чу - до, пер - во чу - до, Чу - до
Na - vil', vil', vil', vil'. E - shchë chu - do, per - vo chu - do, Chu - do
1.
B7 Em G
there, I saw it all. What a
по - дя - на мо - ю. Е - ще
ra - di - na mo - iu E - shchë
2.
B7 Em
there, I saw it all.
по - дя - на мо - ю.
ra - di - na mo - iu.

2. No one put an ax to the birch tree.
No one harmed the little leafy birch tree.
Liuli, liuli, the birch tree;
Liuli, liuli, the birch tree.
(Chorus)

3. In the woods today I am going,
All to end the silver birch tree's growing.
Liuli, liuli, I'm going;
Liuli, liuli, end its growing.
(Chorus)

2. Некому берёзу заломать,
Некому кудряву защипать,
Люли, люли, заломать,
Люли, люли, защипать.
(Chorus)

3. Пойду я в лес погуляю,
Белую берёзу заломаю,
Люли, люли, погуляю,
Люли, люли, заломаю.
(Chorus)

2. *Nekomu berëzu zalomati,*
Nekomu kudriavu zashchipati,
Liuli, liuli, zalomati,
Liuli, liuli, zashchipati.
(Chorus)

3. *Poidu ia v les poguliaiu,*
Beluiu berëzu zalomaiu,
Liuli, liuli, poguliaiu,
Liuli, liuli, zalomaiu.
(Chorus)

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Ukrainian Gift Shop
2422 Central Avenue Northeast
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The Russian Project, Stowe Elementary School, Stowe, Vermont. The faculty of Stowe Elementary School have been teaching an interdisciplinary eight week unit on Russia and the former Soviet Union for the past ten years. They have designed materials which utilize the theory of multiple intelligences to encourage students and learn through linguistic, logical, musical, spatial, kinesthetic, inter-personal and intra-personal activities. They are available to consult with teachers and to offer advice to others. Contact The Russian Project at Stowe Elementary School (802) 253-4154

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